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ABSTRACT

A VARIETY OF TEACHING MATERIALS, DEVELOPED AT AN INSTITUTE FOR TRAINING TEACHERS OF DISADVANTAGED YOUTH IN RURAL (PREDOMINATELY INDIAN) SCHOOLS, IS PROVIDED IN THIS HANDBOOK DESIGNED FOR TEACHERS OF DISADVANTAGED YOUTH. IDEAS FOR BULLETIN BOARDS ARE DISCUSSED IN THE FIRST 25 PAGES OF THE DOCUMENT, FOLLOWED BY LESSON PLANS (FOR KINDERGARTEN AND PRIMARY GRADES, INTERMEDIATE GRADES, AND JUNIOR HIGH) IN THE FOLLOWING AREAS: LANGUAGE ARTS, READING READINESS, SPELLING, WRITING, ARTS AND CRAFTS, SOCIAL STUDIES, LOCAL HISTORY, MATHEMATICS, SCIENCE, HEALTH, MUSIC, GEOGRAPHY, AND MISCELLANEOUS AREAS. (SW)

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TIPS FOR TEACHERS

of the disadvantaged

Northeastern State College
Tahlequah, Oklahoma

1969

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TIPS FOR TEACHERS
OF THE DISADVANTAGED

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INTRODUCTION

This handbook was developed by participants in the Educational Personnel Development Institute:

Training Teachers for Disadvantaged
Youth in Rural (predominately Indian) Schools.

The purpose of this handbook is to provide a variety of teaching materials for those who teach disadvantaged youth.

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Handle, Georgia
Hathcock, Juda
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Hilliard, Carol
Holderby, Louise
Hudson, Wanda
Johnson, Janie
Landon, Nadine
Mahaney, Louise
Martin, Deloris
Means, Audrey
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Moss, Virginia
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Illustrated by Lee Q. Quiett

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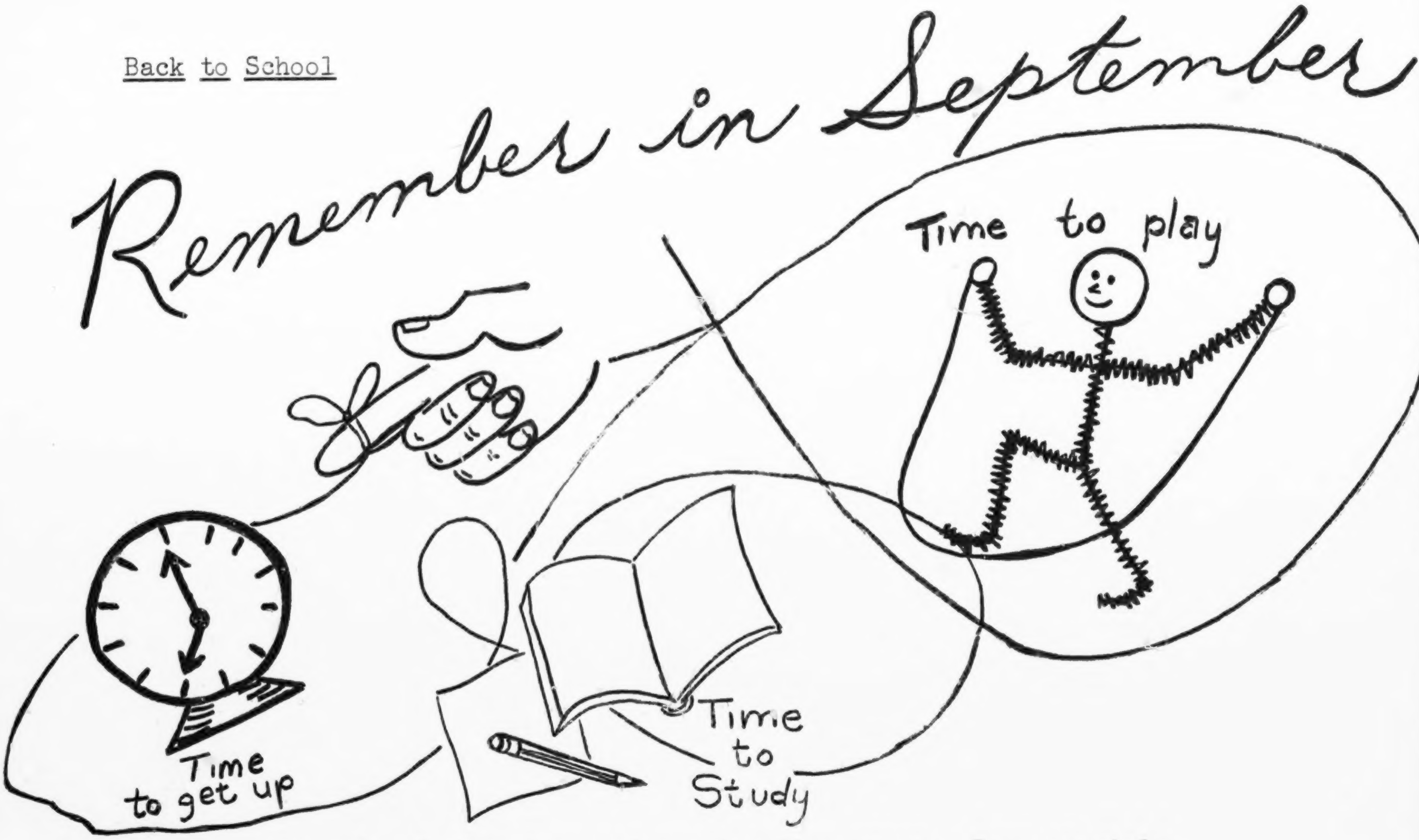
BULLETIN BOARDS

The next few pages contain some bulletin board ideas that are intended to help the teacher provide motivation, unit of work extension, and project expression. For the best results, the bulletin board ideas shown should not be slavishly copied. It is hoped that they may stimulate teachers to create and adapt to their own class situation.

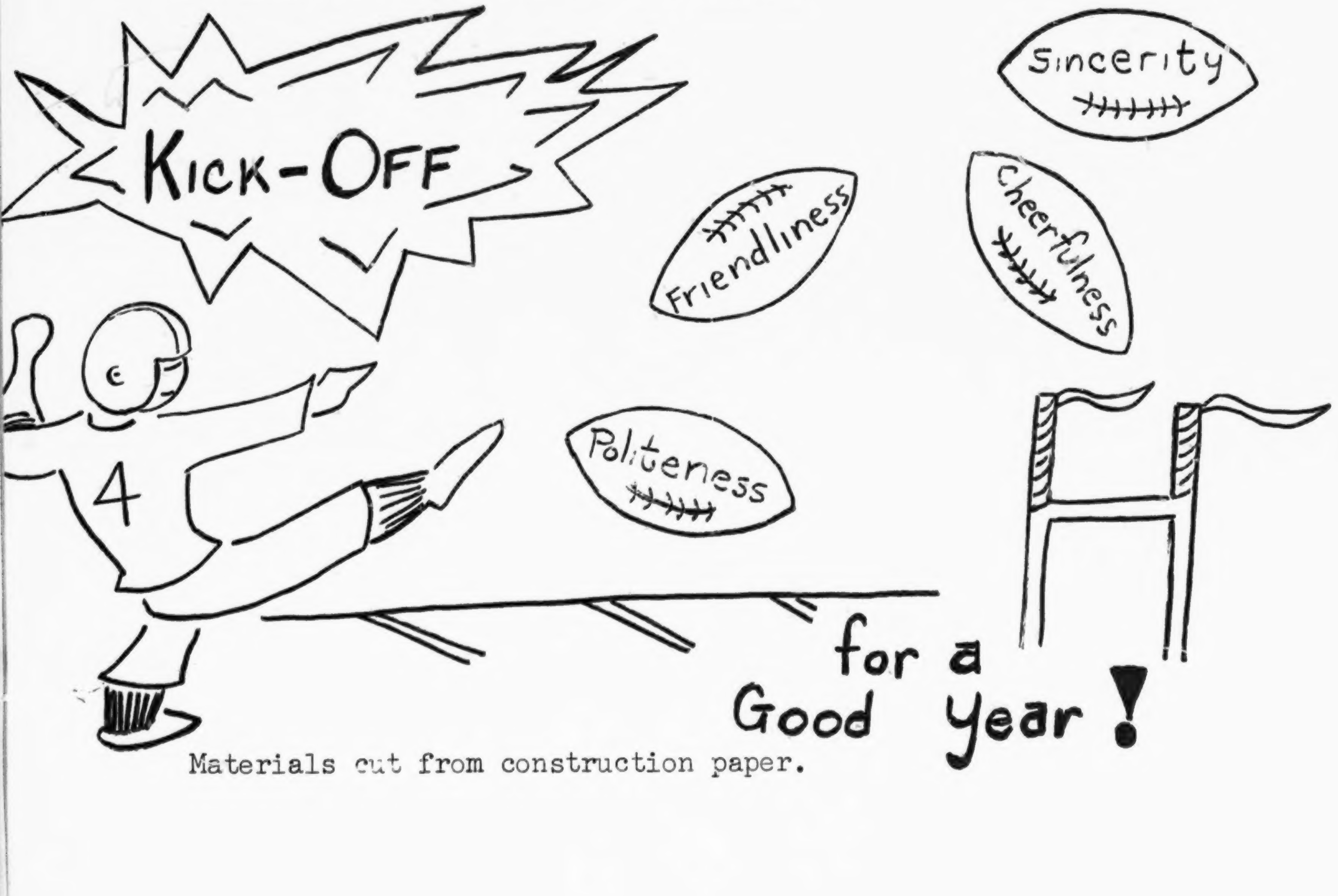
Selected References for Bulletin Boards

1. Planned and illustrated Bulletin Boards, Hayes School Publishing Co., Inc., Wilkinsburg, Pennsylvania.
2. Science Bulletin Boards, Matt F. Vessel and Herb H. Wong, Fearon Publishers, Palo Alto, California.
3. Bulletin Boards for all occasions, Hayes Publishing Co., Inc.
4. Instructor, Harcourt, Brace and World, Inc.
5. Grade Teacher, Educational Press Association of America.
6. What to Do for Bulletin Boards, Hayes School Publishing Company.
7. Using Bulletin Boards Creatively by Am. Courts, T. S. Demison and Company.
8. Bulletin Boards for Subject Areas, Fearon Publishers, Inc.

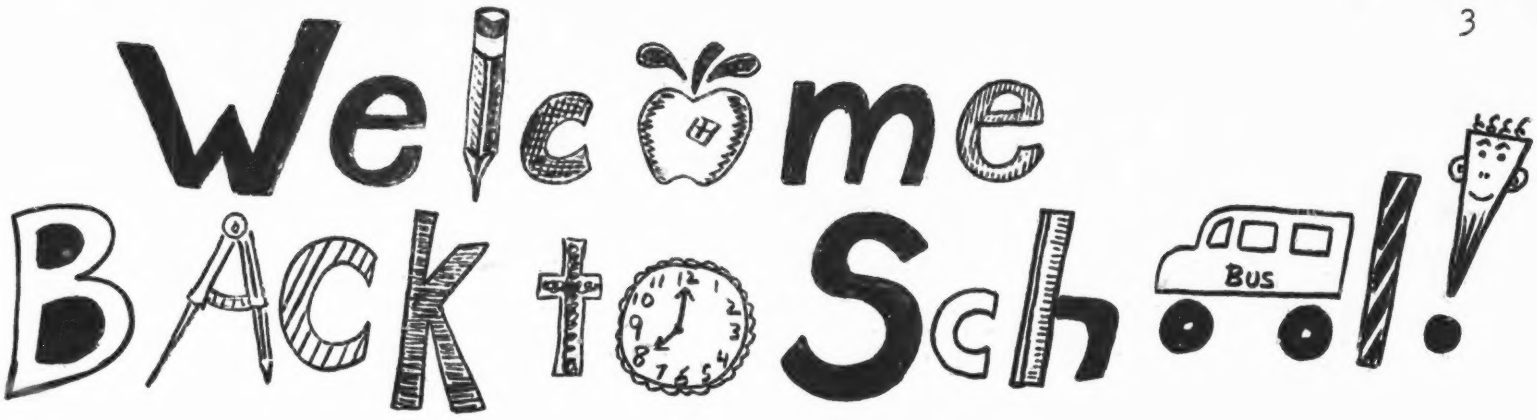
Back to School


Remember in September
Time to play
Time to get up
Time to Study

Clock may be made of styrofoam and construction paper. Boys or girls are made from pipe-cleaners and dressed.


KICK-OFF
Sincerity
Friendliness
Cheerfulness
Politeness
4
for a Good Year!

Materials cut from construction paper.

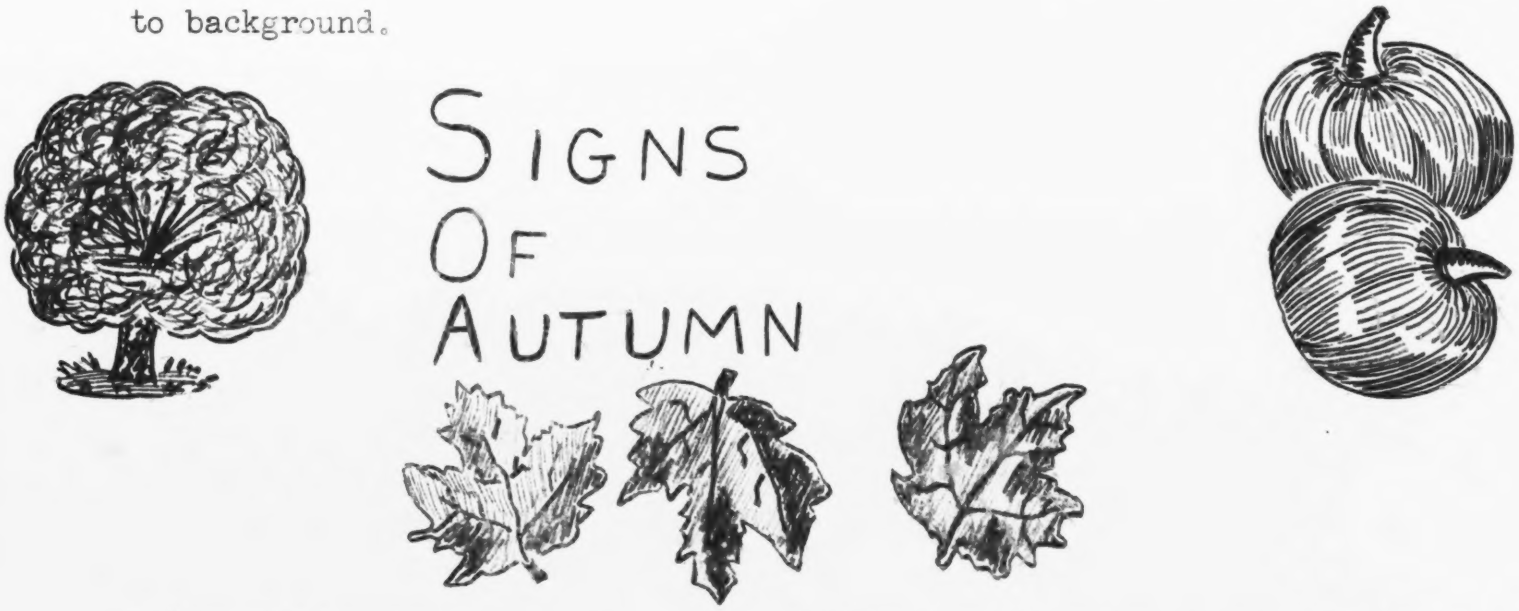


Ideas for Bulletin Boards

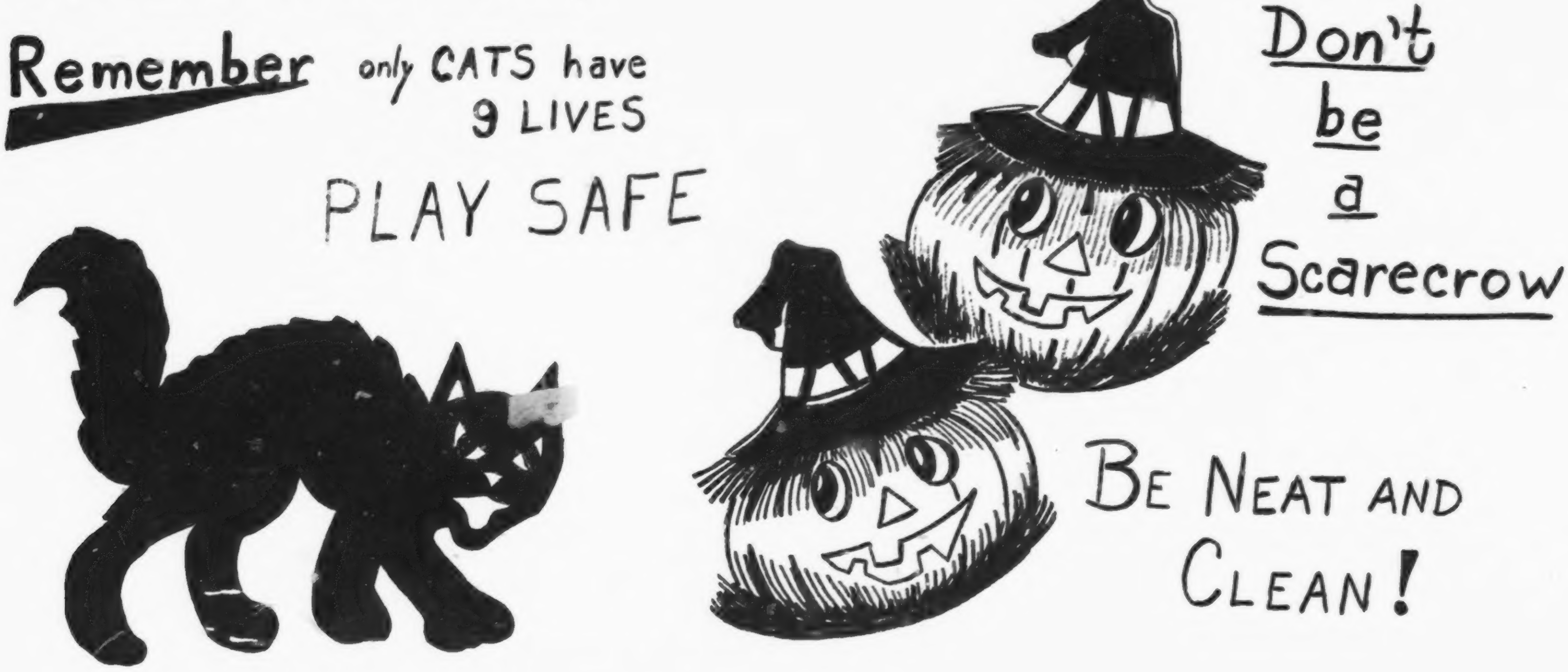
1. Leaving your pet behind isn't so bad if you can draw a big picture of him and cut it out to be displayed on the bulletin board. The departing bus is teacher drawn. The children add their row of left-behind pets along the bottom of the display.
2. A simple figure with a sandwich board can announce to the school world your room's intentions. Let children supply themes.
3. Objects associated with school can form large letters interspersed with others cut from construction paper. Items which might be used: 12" rulers, jumbo pencils, paint brushes, large rubber bands, number lines.
4. Balloons of different shapes and colors make an exciting board to greet your class. Blow up one for each pupil. Add faces and names with a felt marker. Tie the balloons together and fasten with a thumb tack. Give each child his balloon to take home at the end of the first day. (Have a few extra handy for unavoidable accidents.)
5. Use textures of all kinds for backgrounds, to emphasize the theme, or just for decoration. Try fish net, carpet remnants, wire screen, metallic papers.
6. Experiment with lettering. Try both cursive and manuscript in the middle and upper grades. Add emphasis with raised or two-tone or textured letters.

Months and Seasons

Put up the signs of autumn with Dennison Fall Decorative Prints. Paste a 10-3/4 Autumn Tree Print, two 6-3/4 Pumpkin Prints and Autumn Leaves Prints to sheets of White Mat Stock in the sizes you desire. Paste to background. Cut lettering from Brown Mat Sock using a Dennison Stenso-Guide then paste to background.


SIGNS
OF
AUTUMN

Before Halloween creeps up on you, make a bright bulletin board! Use a 10-3/4" Spider-in-Web Print and a 16" Jack-O-Lantern Decorative Print. Cut letters from White Mat Stock using a Dennison Stencil Guide. With scissors, make a series of cuts 1" apart along one folded edge of a package of Crepe Paper to within 1" of opposite edge. Unfold the end. Turn package around and make a second series of cuts in front.

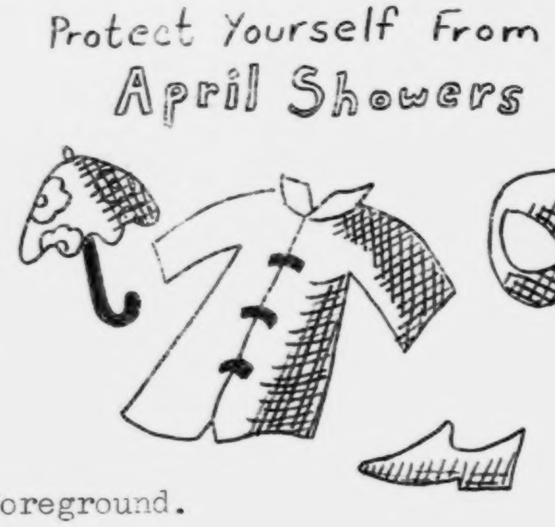

Remember only CATS have 9 LIVES
PLAY SAFE
Don't be a Scarecrow
BE NEAT AND CLEAN!

April Bulletin Board

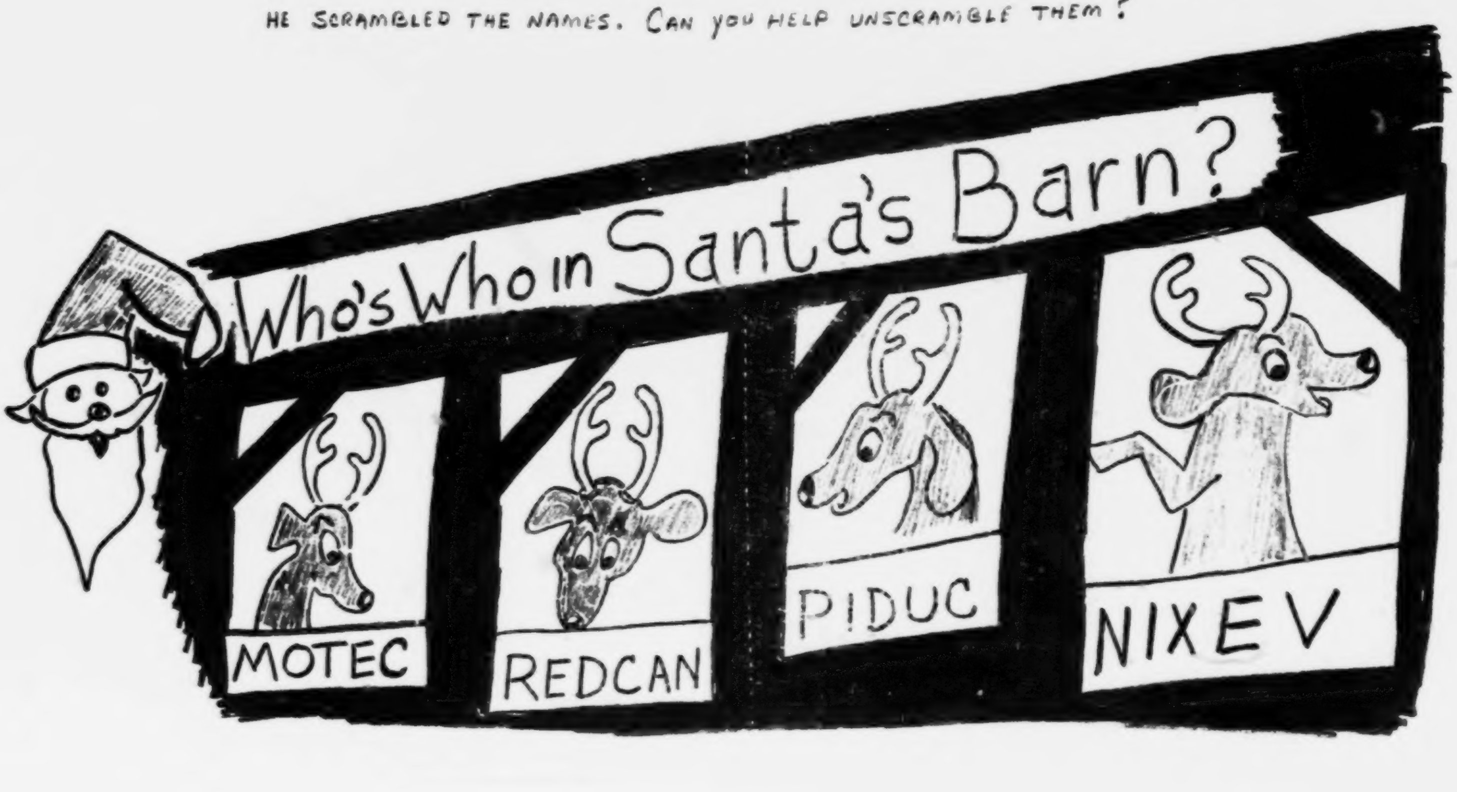
My first graders made an "April Showers" bulletin board. Funny people and animals were made from paper, cloth, and yarn. Each held a pipe-cleaner umbrella. Cut-paper letters read "April Showers bring May Flowers" and the figures were glued informally over the board. Pipe-cleaner flowers were also scattered. The children had a chance to work independently, and it was a colorful addition to our room.

Correct Rain Attire

To emphasize correct rain attire, we made this bulletin board. An umbrella, raincoat, and rainhat were fashioned from scrap materials. These, plus a rubber, were tacked to the bulletin board along with the title, "Protect Yourself from April Showers." Blue cutpaper raindrops hung on blue yarn gave the appearance of falling rain. Stand up figures of children wearing raincoats, caps, and rubbers, and carrying umbrellas, were in the foreground.

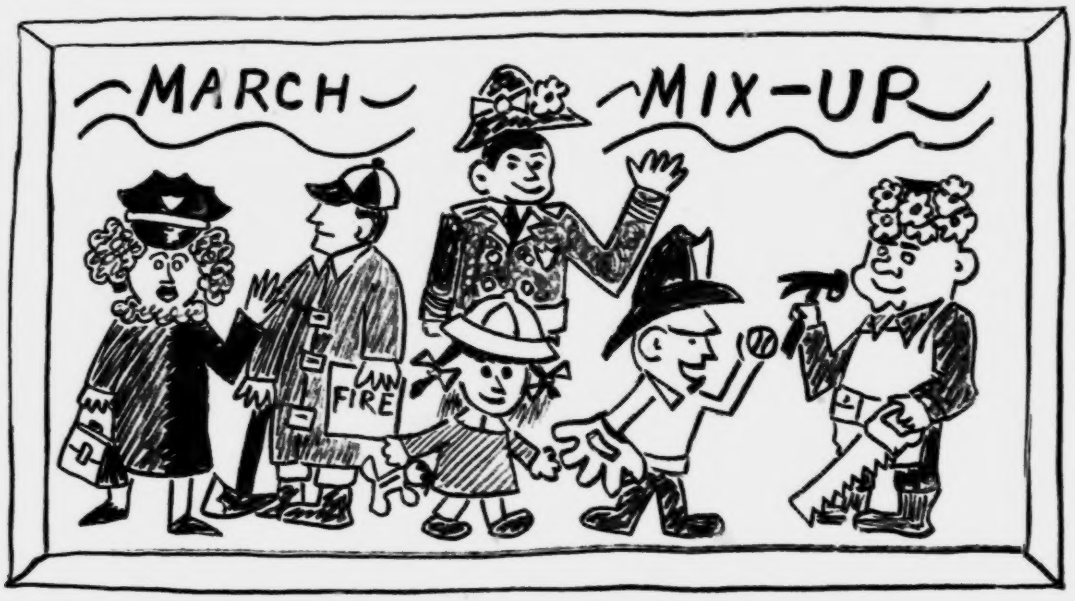


"Who's Who in Santa's Barn?" Sprigs of plastic holly give a 3-D effect.

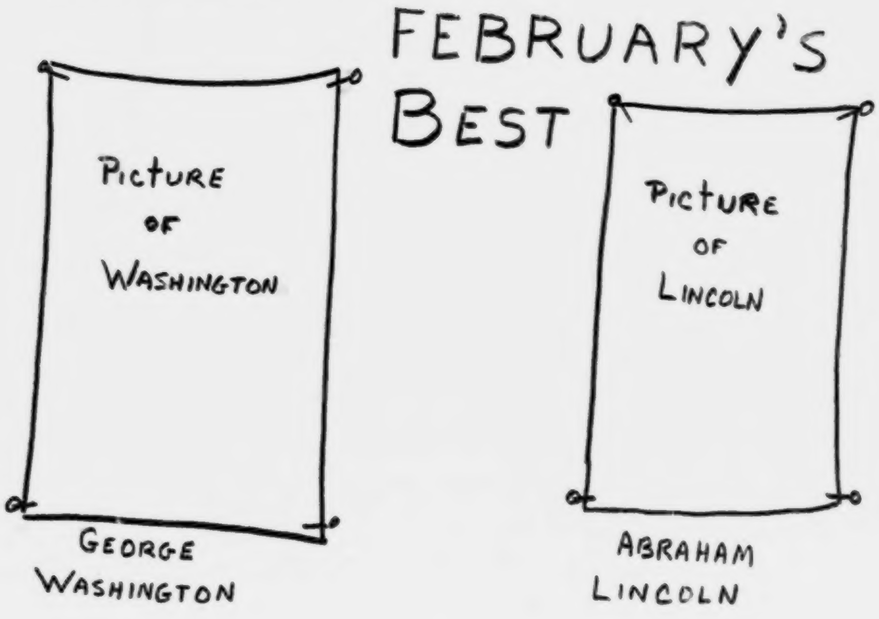

WHEN THE SIGN PAINTER ELF PAINTED THE SIGNS FOR THE REINDEER, HE SCRAMBLED THE NAMES. CAN YOU HELP UNSCRAMBLE THEM?

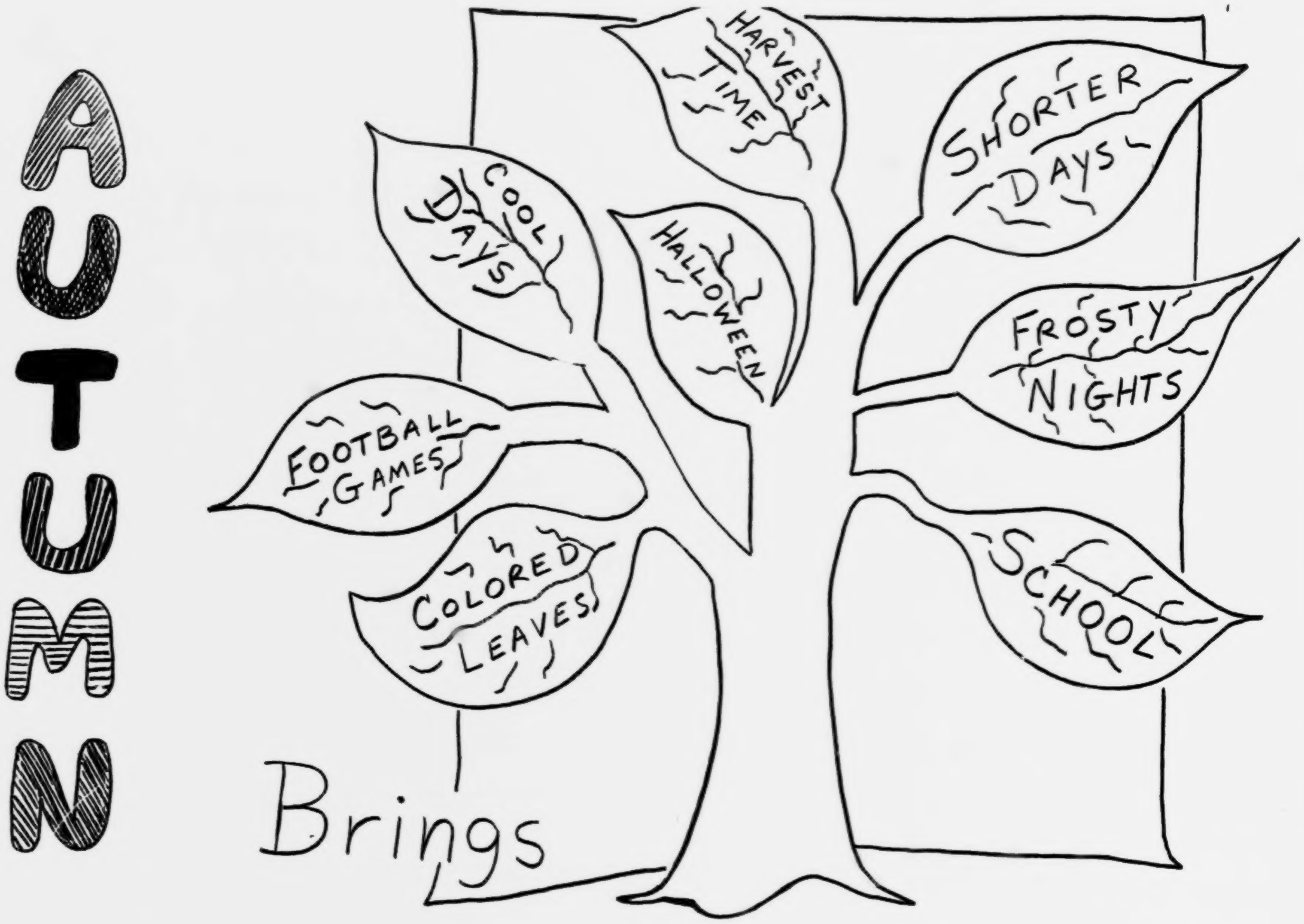
Windy Day Bulletin Board

Read one of the many available books about different kinds of hats to your class. When the story is finished, have children crayon large figures of special people and their hats. Cut around figures and hats. Staple figures at bottom of board. Mix up the hats and staple them at the top. Children will have fun matching hats with owners and laughing at the "lady in the policeman's hat."


MARCH
MIX-UP
FIRE

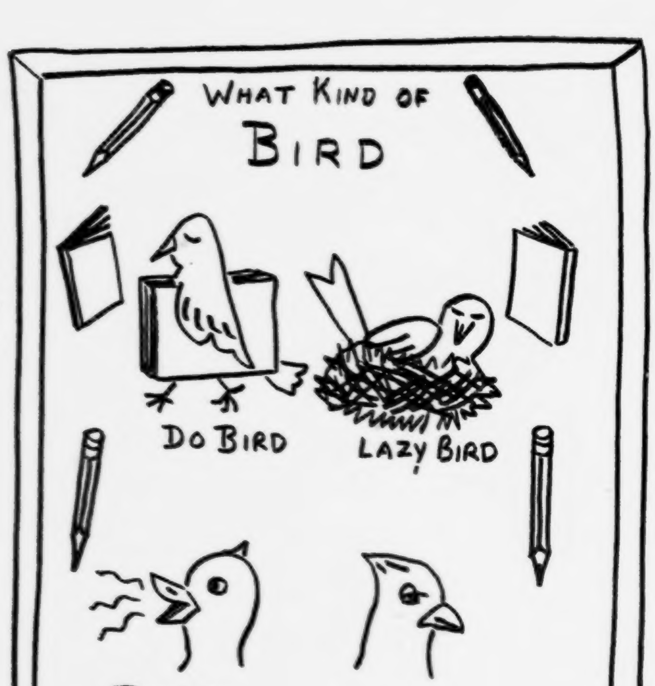
February's Best

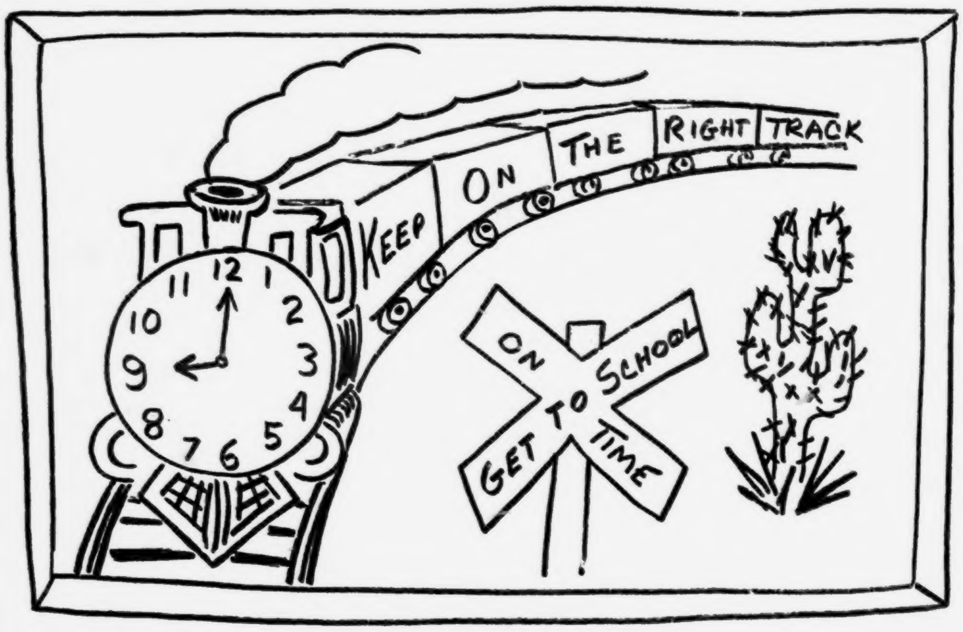

FEBRUARY'S BEST
Picture of Washington
GEORGE WASHINGTON
Picture of Lincoln
ABRAHAM LINCOLN


AUTUMN
Brings
HARVEST TIME
SHORTER DAYS
COOL DAYS
HALLOWEEN
FROSTY NIGHTS
FOOTBALL GAMES
COLORED LEAVES
SCHOOL

Reading

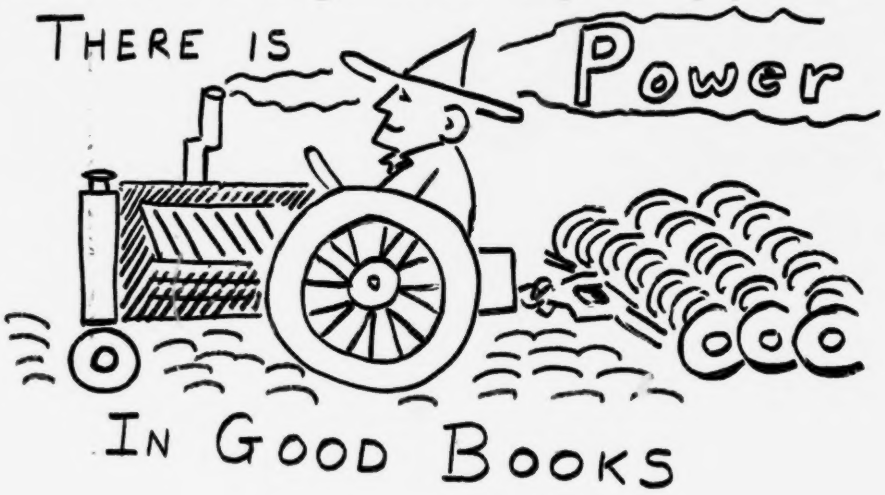
A colorful design with a thought-provoking slogan. Poster paper or tempera paint would be good media for this bulletin board. Cut the four birds from bright colors of poster paper. Use a bright background such as yellow or light blue. The pencils and book for the border would also be of bright colors.

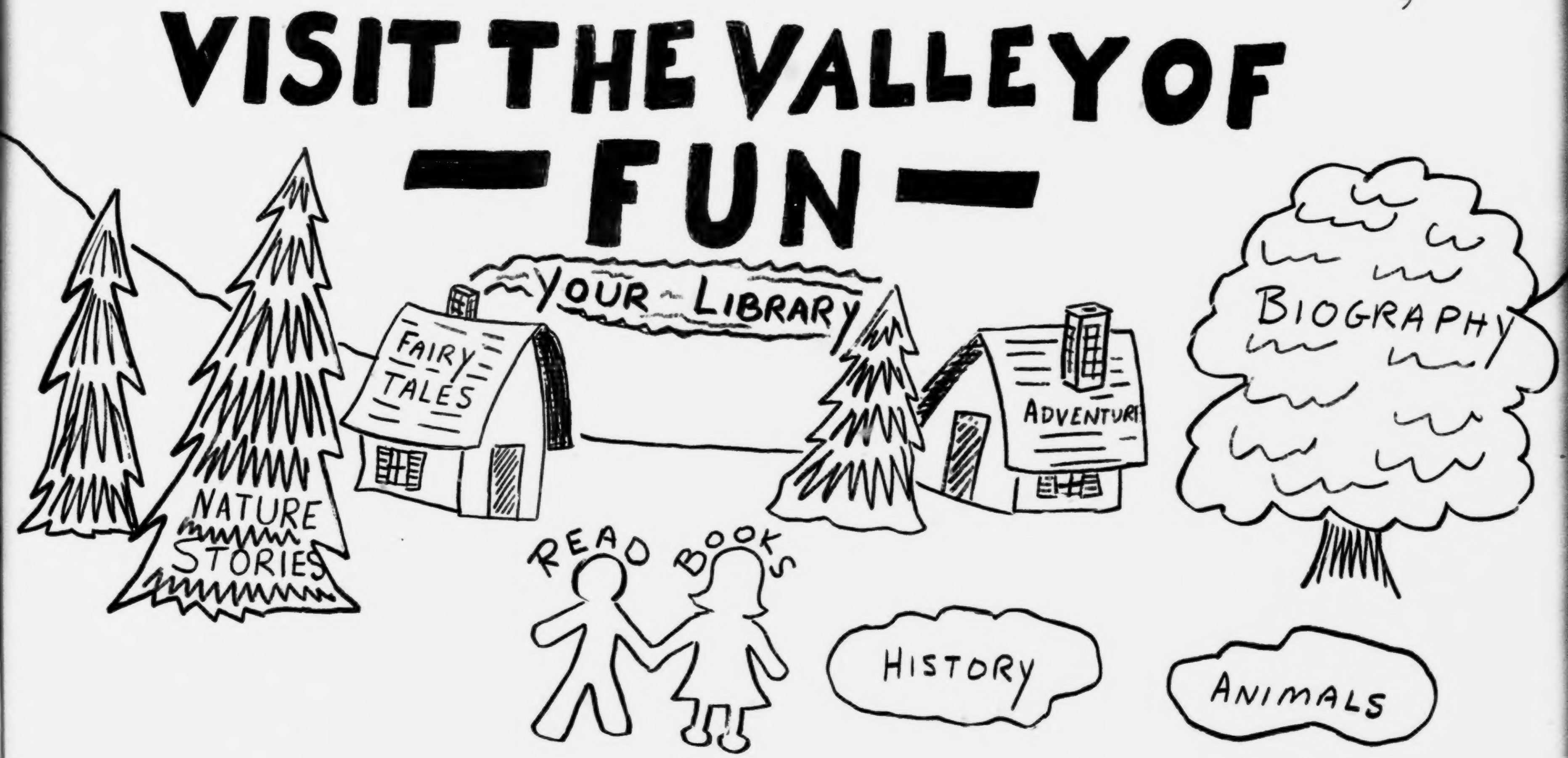

WHAT KIND OF
BIRD
DO BIRD
LAZY BIRD
TALKING BIRD
LISTENING BIRD
WILL YOU →
THIS YEAR?


KEEP ON THE RIGHT TRACK
ON GET TO SCHOOL ON TIME

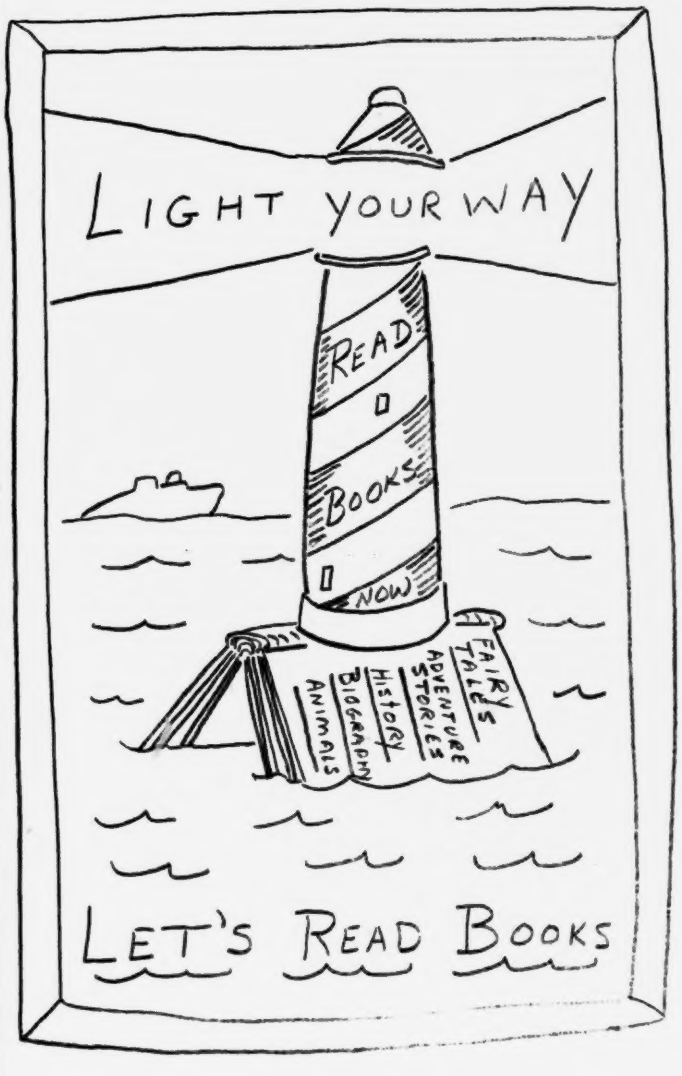
The essential part of this design is a paper plate used as a clock for the front of the engine. Use bright colors such as red, yellows, and pinks for the construction of the train. Use black for the tracks, green for the cactus, black and white for the signal, light blue for the sky, and yellow for the ground. Lettering in yellow would complete the design.

Tempera paint would be a good medium for use on this library design. The scene could be painted and the lettering cut from black and red poster paper. If you wish, the design would also look good done in poster paper. Tractor-red, wheels-black, ground-brown, sky-light blue, the trees-green, and the barn red.

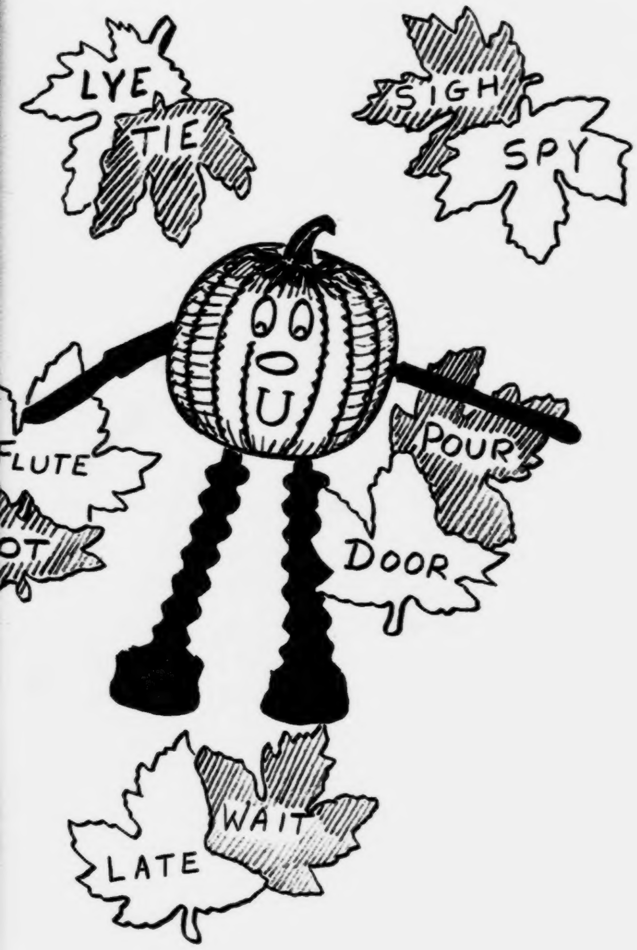

THERE IS Power
IN GOOD BOOKS


VISIT THE VALLEY OF
FUN
YOUR LIBRARY
FAIRY TALES
ADVENTURE
BIOGRAPHY
NATURE STORIES
READ BOOKS
HISTORY
ANIMALS

Cover your bulletin board with paper and sketch in a valley scene, to this add cutouts of flowers and grasses bearing book jackets or lettering to suggest the variety of books one can enjoy. You may also like to add a cottage or two to the valley with book suggestions on the roof or sides.

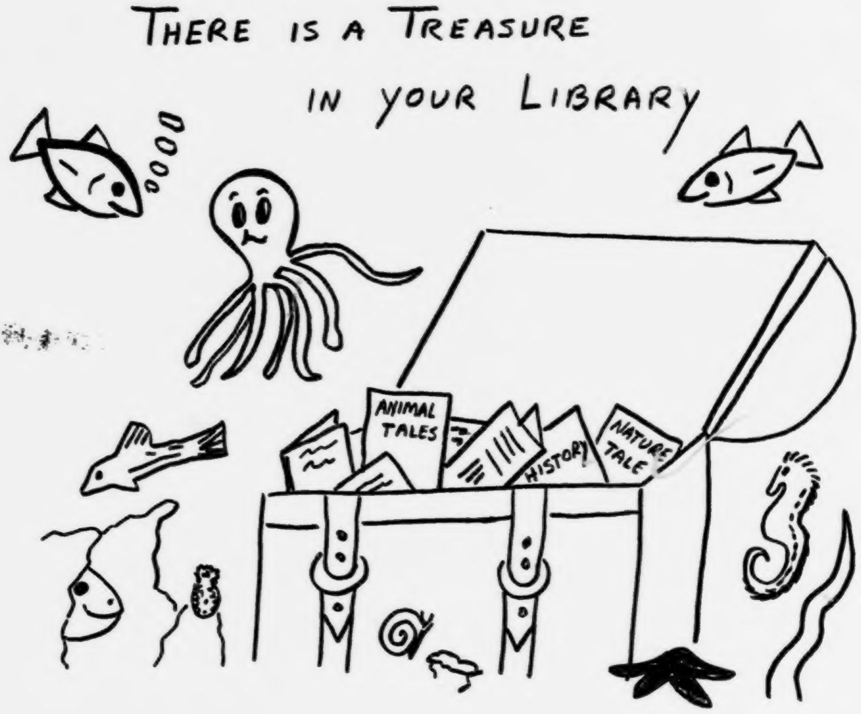

LIGHT YOUR WAY
READ
BOOKS
NOW
FAIRY TALES
ADVENTURE STORIES
HISTORY
BIOGRAPHY
ANIMALS
LET'S READ BOOKS

Cut blue and white waves and alternate them as you paste on the background. The sky would be light blue. Cut the book from a gray poster paper and the "pencil" lighthouse from yellow with red details. The rays of light would be yellow and the lettering red and black.

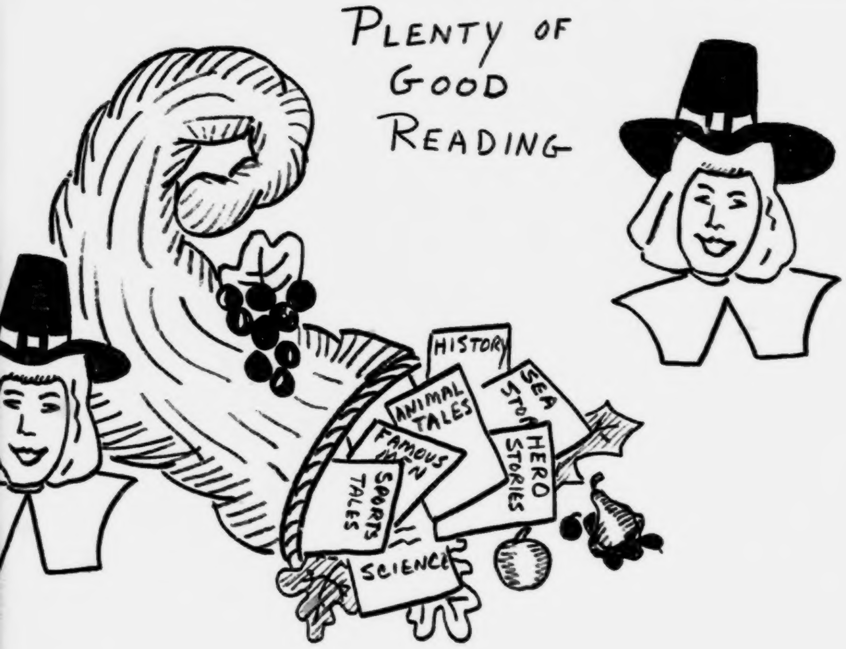

LYE
TIE
SIGH
SPY
FLUTE
POUR
OT
DOOR
WAIT
LATE

Add Color to Rhyme

Dennison Decorative Autumn Leaf Prints point up the words that rhyme yet spell their endings differently. Letter words onto leaves using Dennison Stenso Quick Transfer Letters. Paste leaves to a background of Mat Stock. Use the letters Q., O. and U. to form eyes, nose, and mouth on a 6-3/4" Pumpkin Decorative Print, then add strips (about $\frac{1}{4}$") of Black Mat Stock for hair. Cut more strips and accordian pleat for arms and legs.

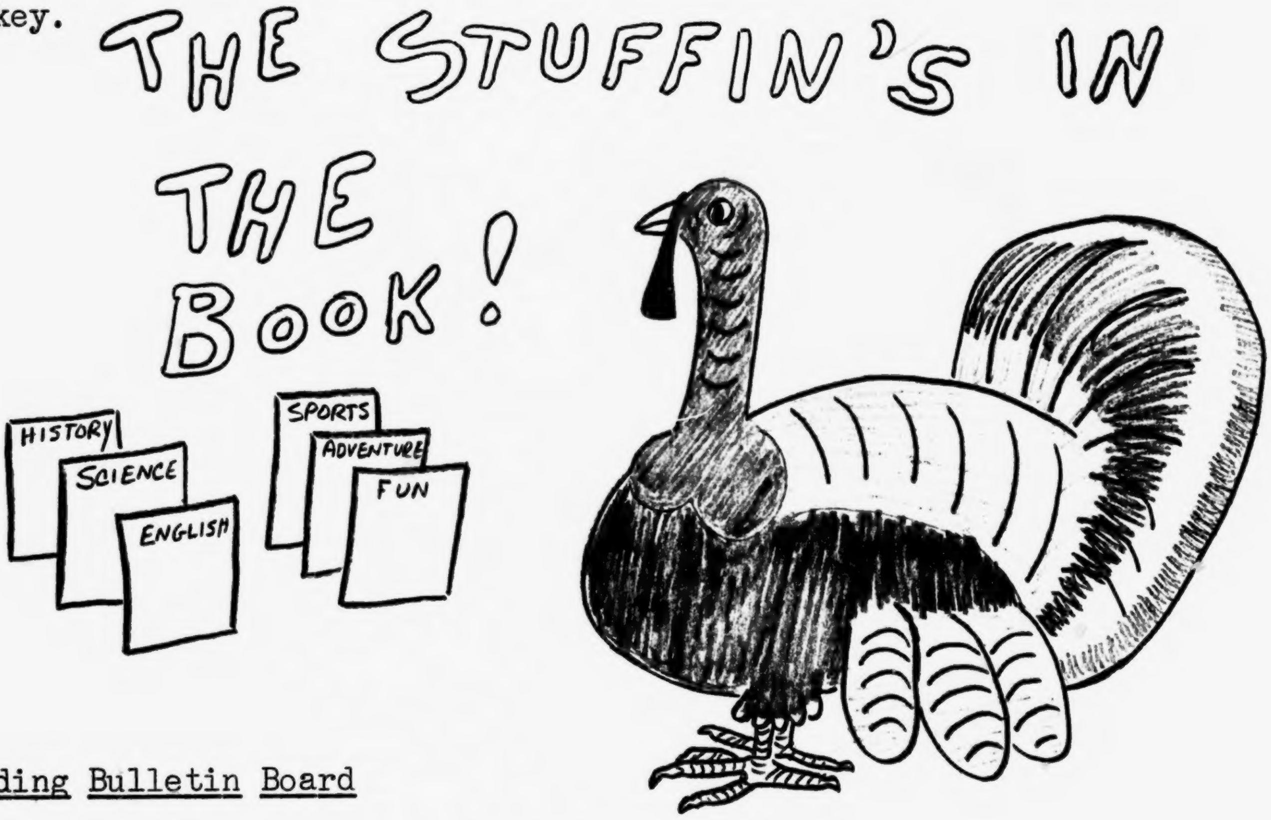

THERE IS A TREASURE
IN YOUR LIBRARY
ANIMAL TALES
HISTORY
NATURE TALE

Huge brown-paper treasure chest filled with books and foil jewelry, sits in a watery scene of paper fish and shells.

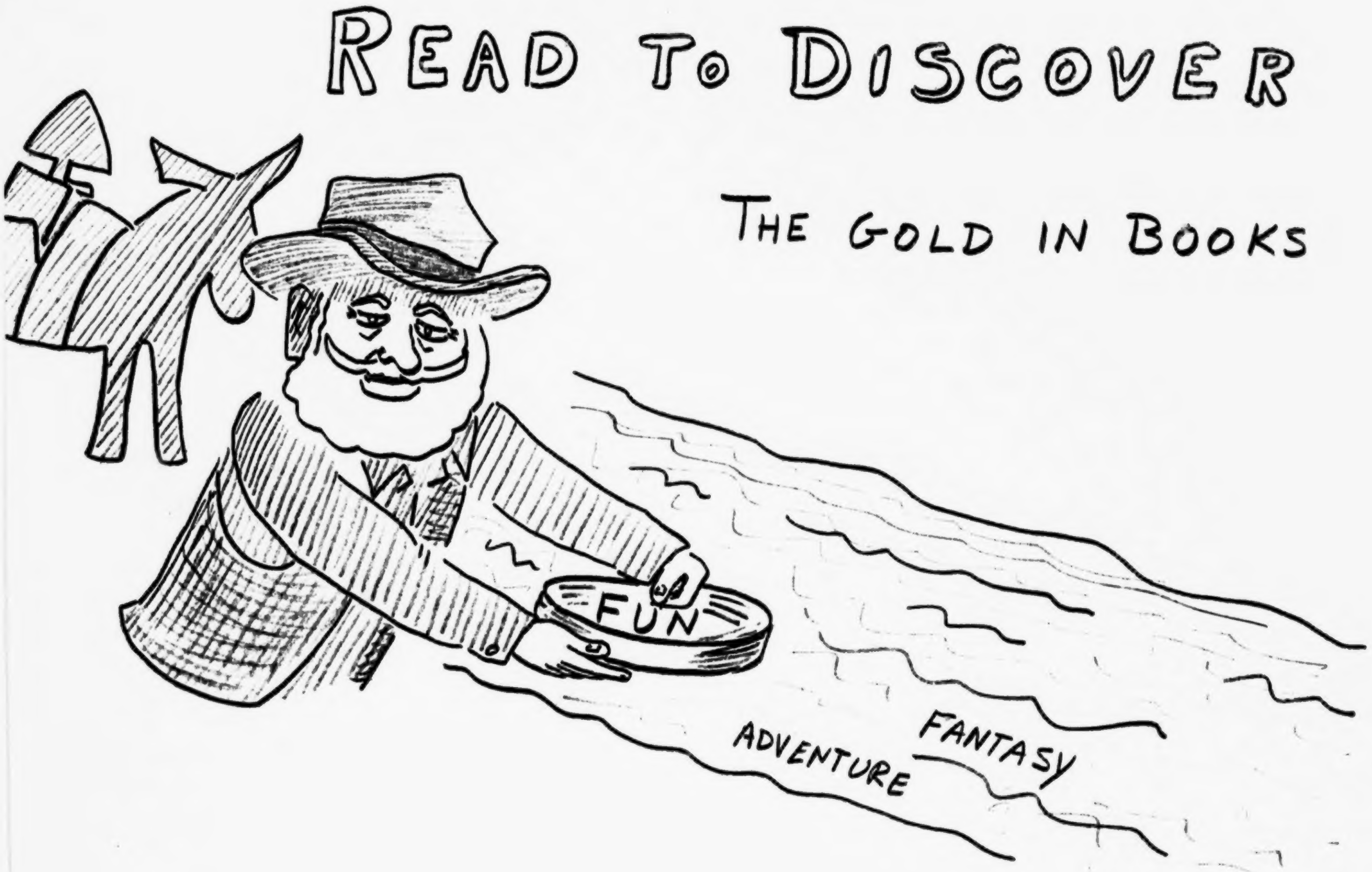

PLENTY OF
GOOD
READING
HISTORY
SEA STO
ANIMAL TALES
FAMOUS MEN
HERO STORIES
SPORTS TALES
SCIENCE

This horn of plenty focuses attention on both Thanksgiving and books. Paper leaves and fruit add color.

Motivation for November reading - a clever caption plus a giant watercolor turkey.

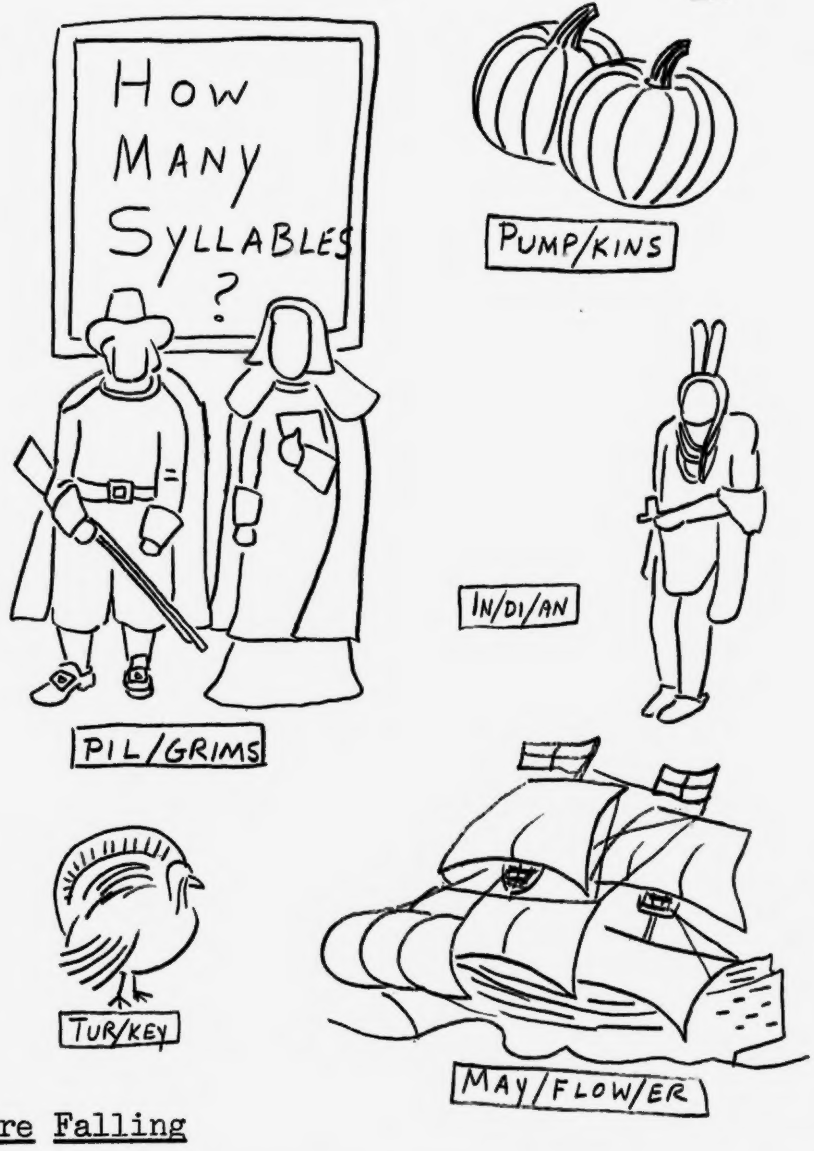

THE STUFFIN'S IN THE BOOK!
HISTORY
SCIENCE
ENGLISH
SPORTS
ADVENTURE
FUN

Reading Bulletin Board


READ TO DISCOVER
THE GOLD IN BOOKS
FUN
ADVENTURE
FANTASY

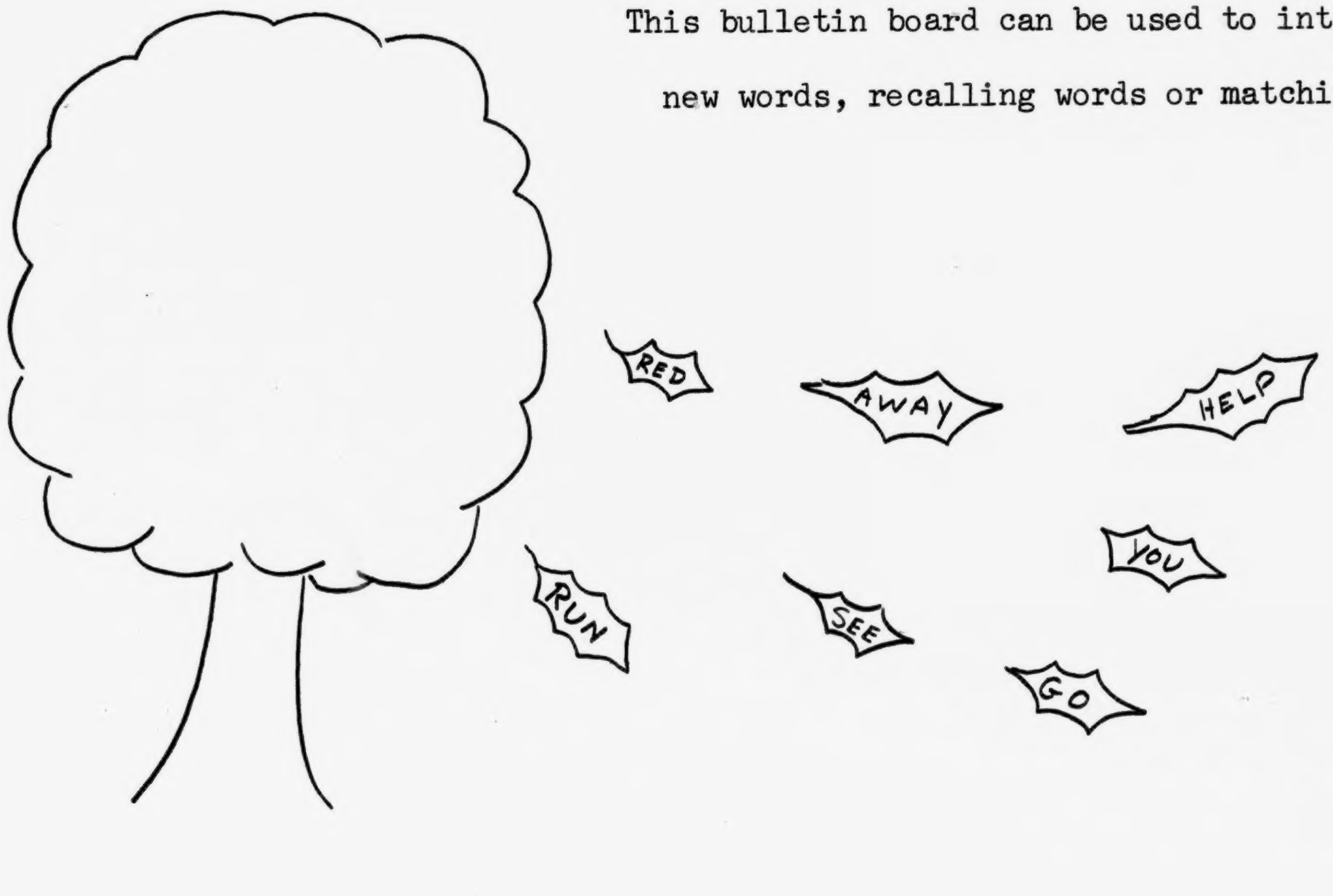
To stimulate interest in reading; to discover facts and ideas.

Thanksgiving prints perk up the phonics lesson. Use two 6-3/4" Pumpkin Prints, 16" Pilgrim Man and Woman Prints, 16" Indian, 6-3/4" Turkey Print and a 16" Mayflower Print. All the lettering is done with Dennison Stenso Quick Transfer Letters.

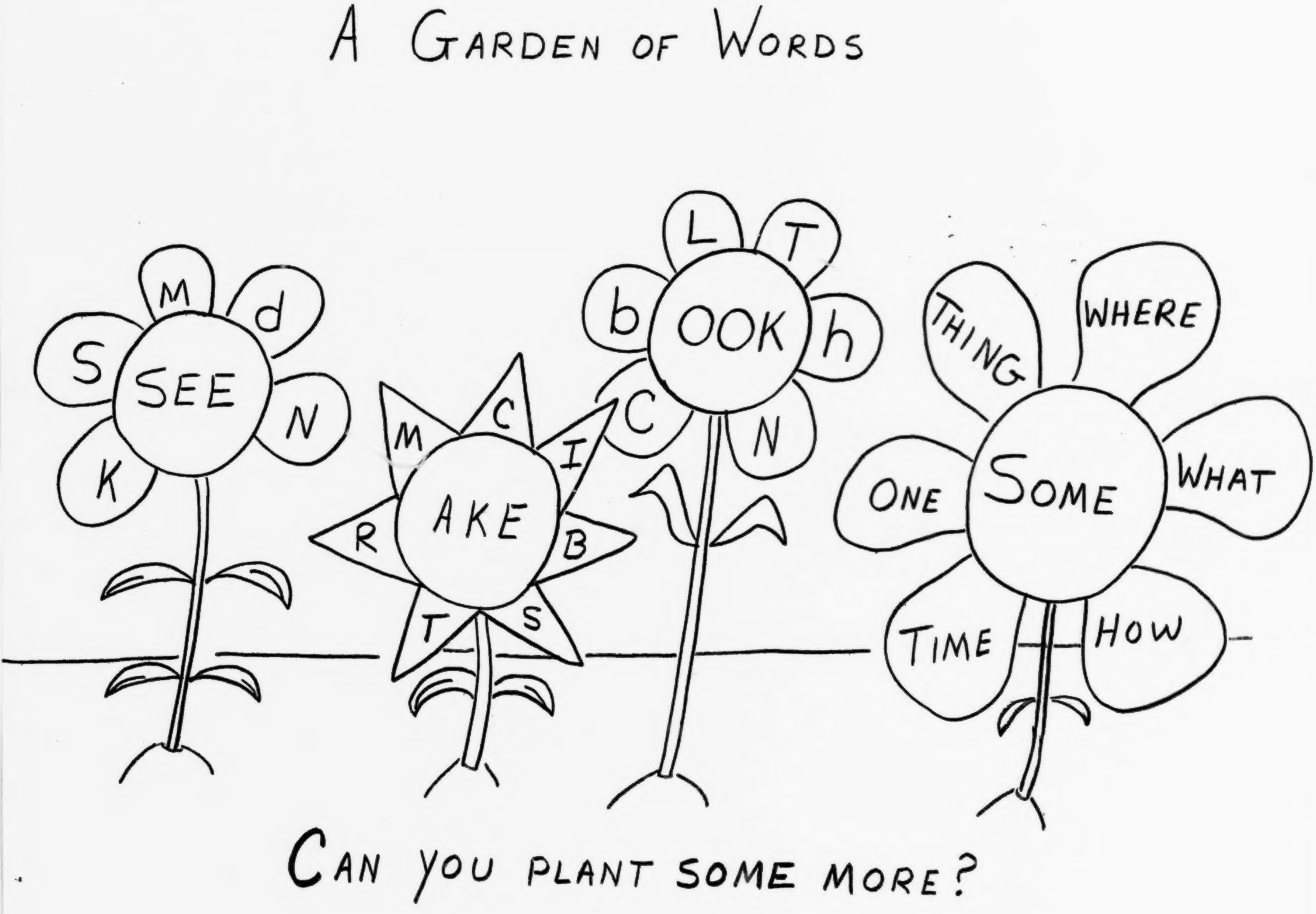

HOW MANY SYLLABLES ?
PUMP/KINS
IN/DI/AN
PIL/GRIMS
TUR/KEY
MAY/FLOW/ER

The Leaves Are Falling

This bulletin board can be used to introduce new words, recalling words or matching.

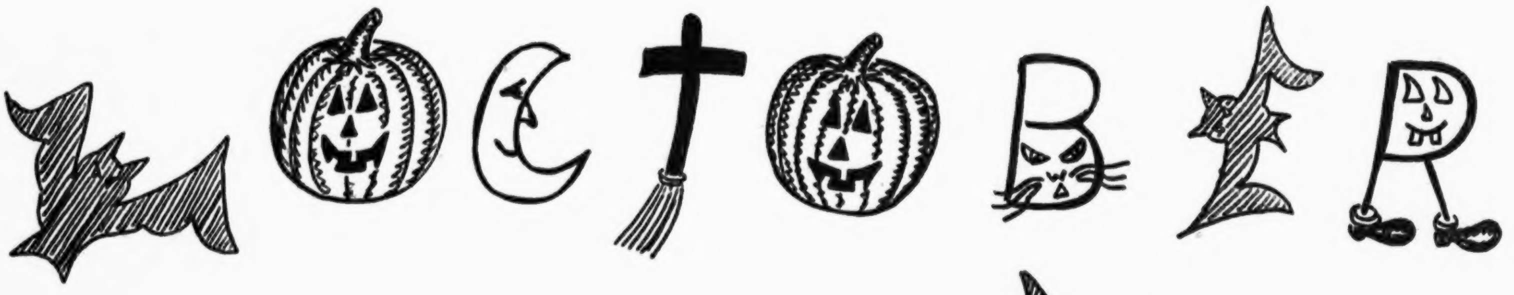

RED
AWAY
HELP
YOU
RUN
SEE
GO

A Bulletin Board for Teaching Reading Skills


A GARDEN OF WORDS
SEE
M
d
S
N
K
AKE
M
C
I
R
B
T
S
OOK
L
T
b
h
C
N
SOME
THING
WHERE
ONE
WHAT
TIME
HOW
CAN YOU PLANT SOME MORE?

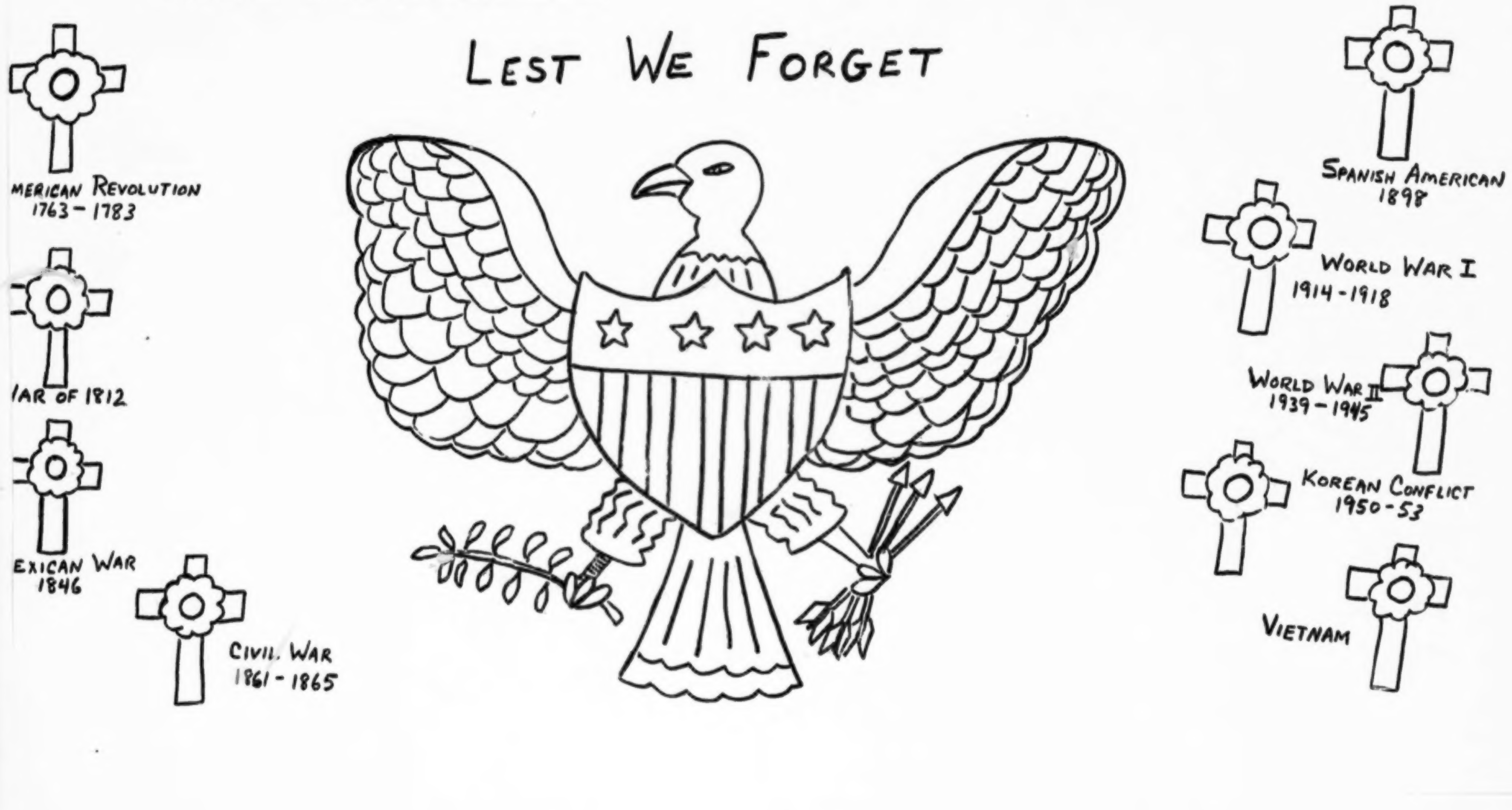
Holidays

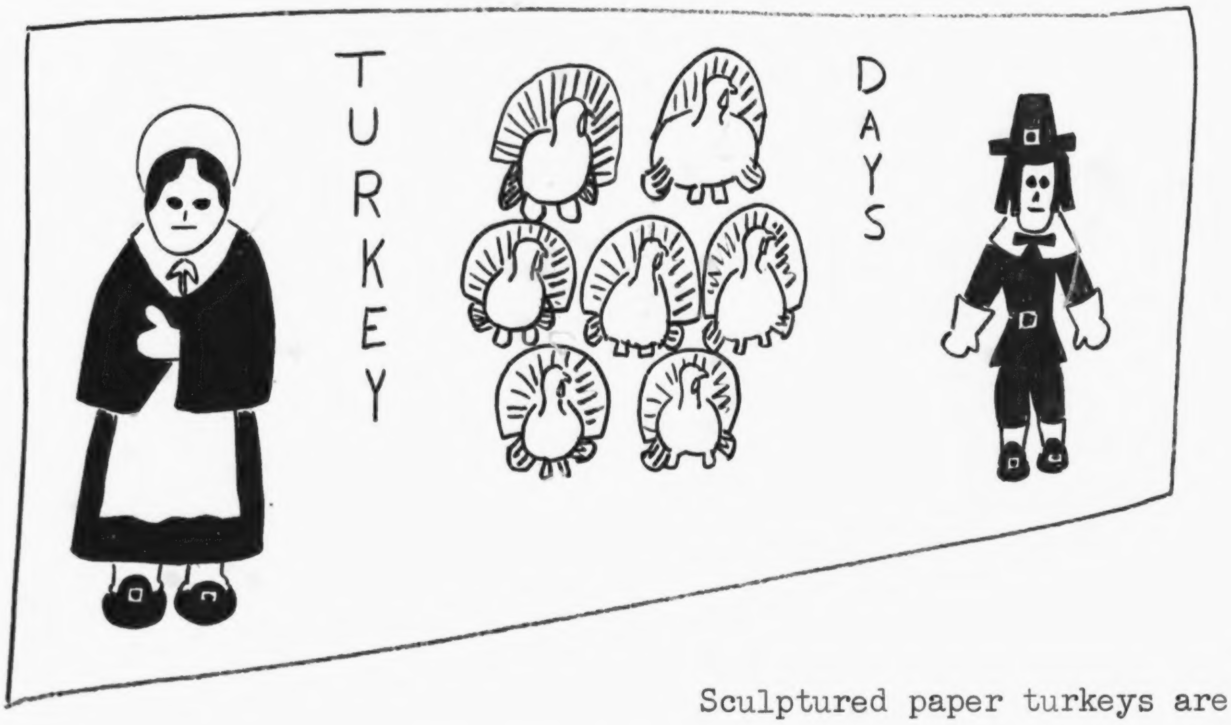
Halloween makes October the fun month.



BEWARE
FACT
OR
FANCY
?

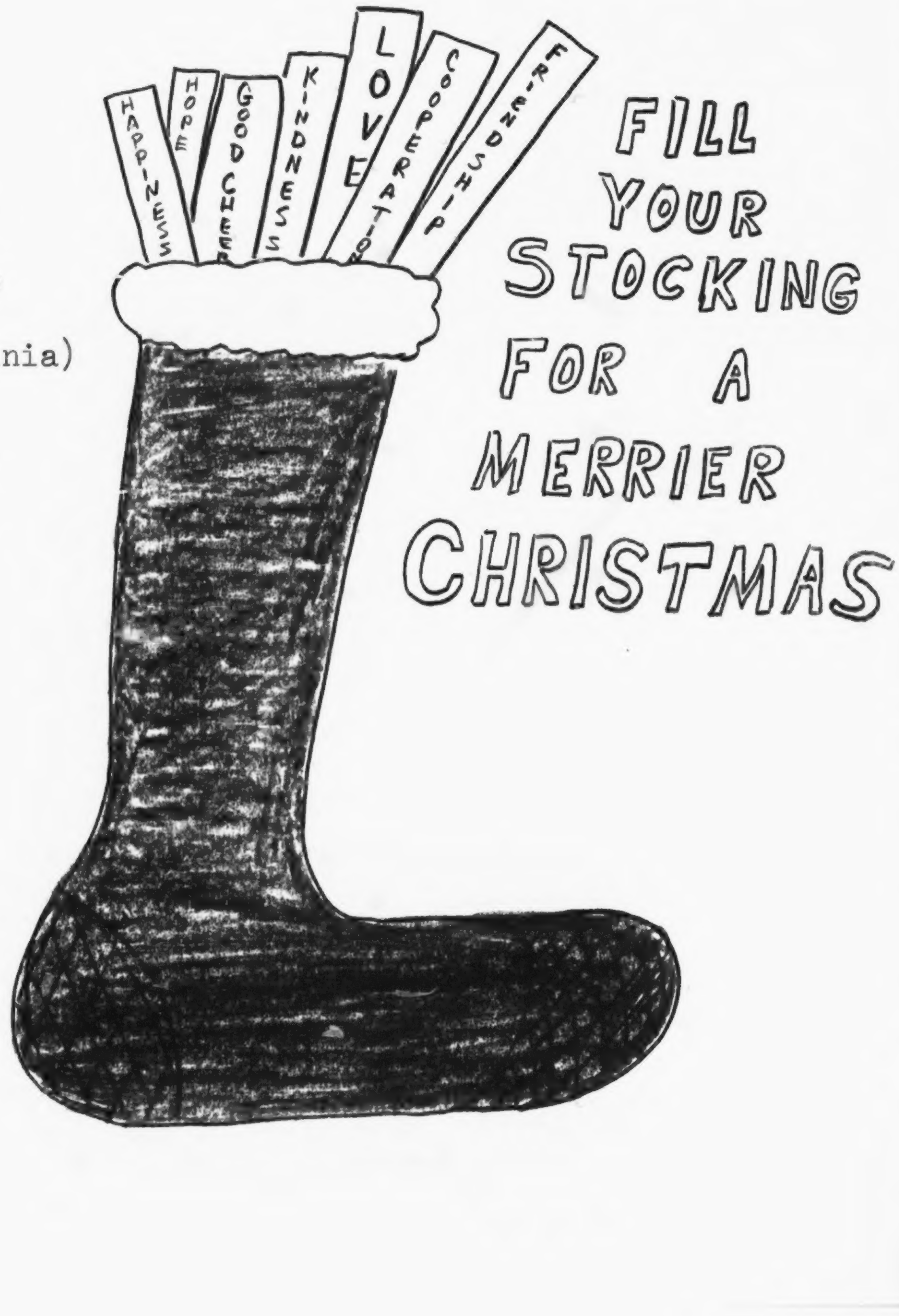
For Veterans Day - each cross with a wreath represents a war in which American soldiers have died.


LEST WE FORGET
MERICAN REVOLUTION
1763 - 1783
AR OF 1812
EXICAN WAR
1846
CIVIL WAR
1861 - 1865
SPANISH AMERICAN
1898
WORLD WAR I
1914 - 1918
WORLD WAR II
1939 - 1945
KOREAN CONFLICT
1950 - 53
VIETNAM

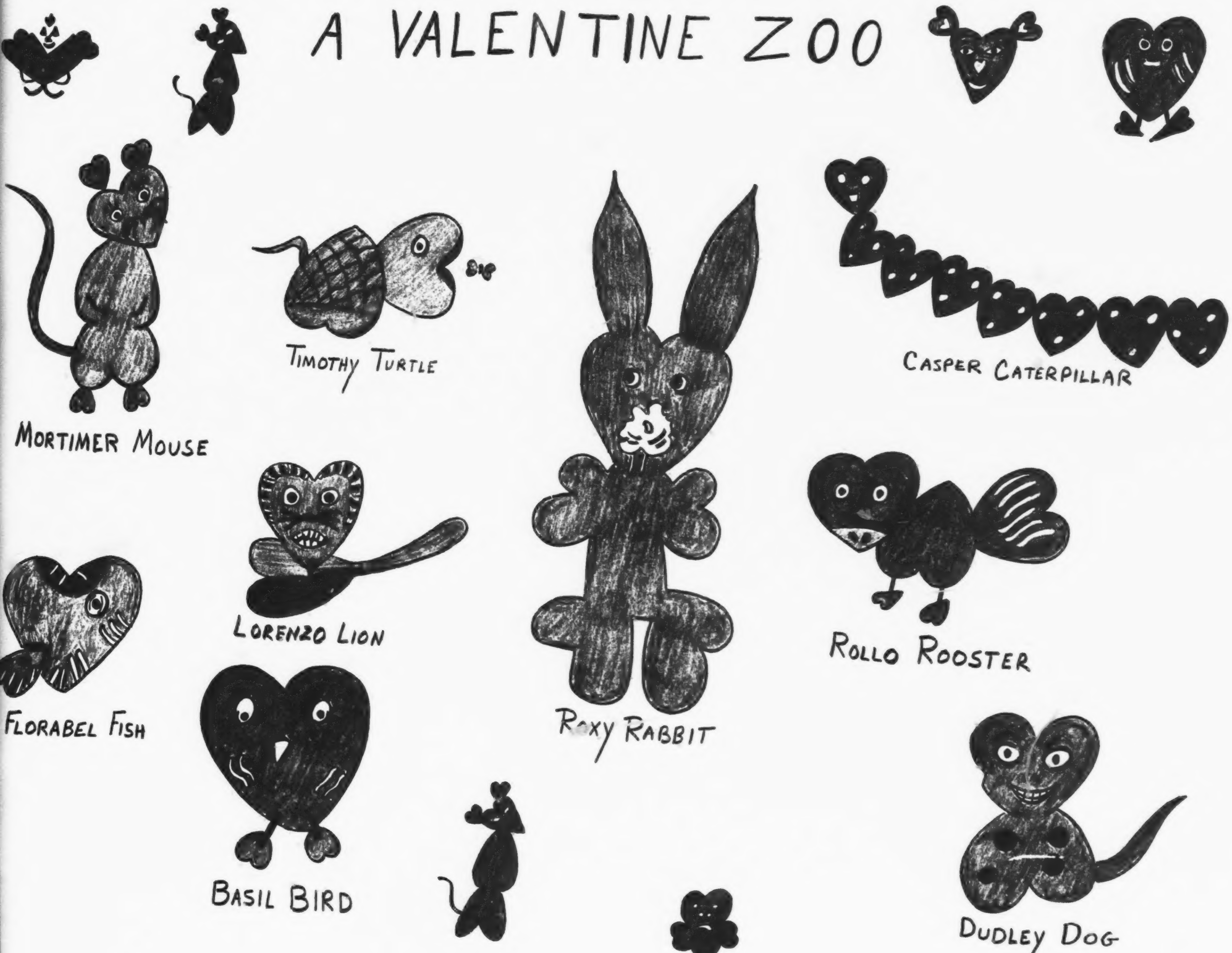

TURKEY
DAYS

Sculptured paper turkeys are focal point for this display, which was a class project.

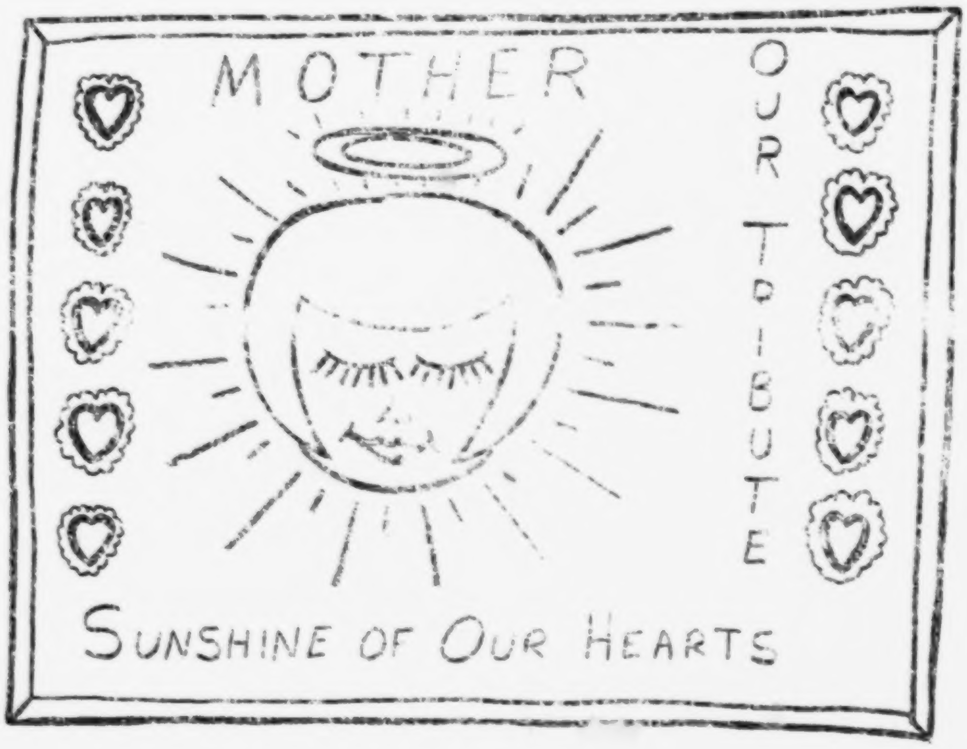
Door space was utilized when creating this Christmas reminder. Fourth-grade teacher Jo Ann Dean (Winchester, Virginia) asked pupils to create the display. Glitter and fluffy white cotton add a dimensional touch.

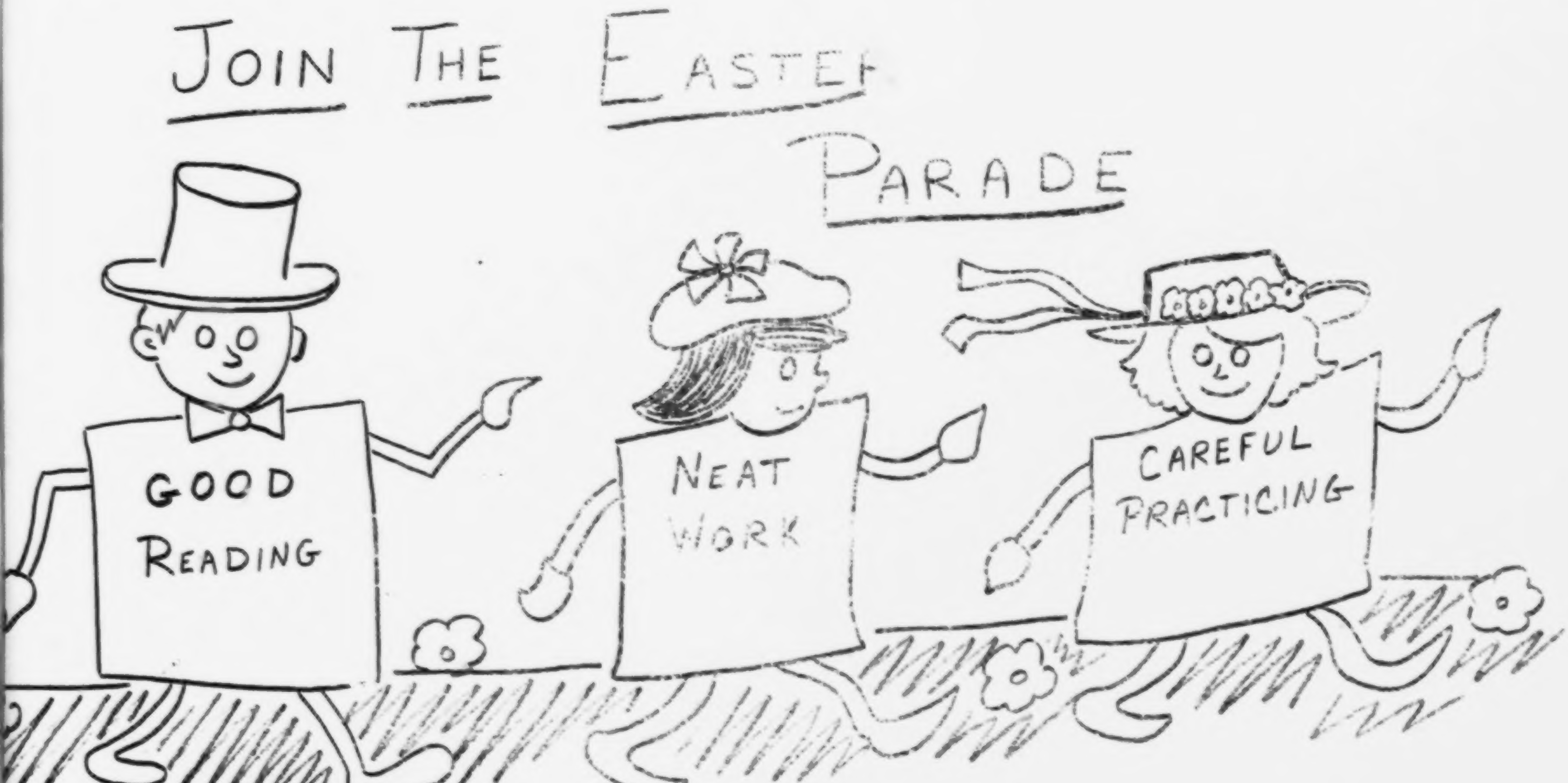

HAPPINESS
HOPE
GOOD CHEER
KINDNESS
LOVE
COOPERATION
FRIENDSHIP
FILL YOUR STOCKING FOR A MERRIER CHRISTMAS

Lots of pupil imagination went into this clever bulletin board which is made entirely of red paper hearts with black and white painted features. First graders in Garnett Levi's class (Winchester, Virginia) created the characters and unusual names.

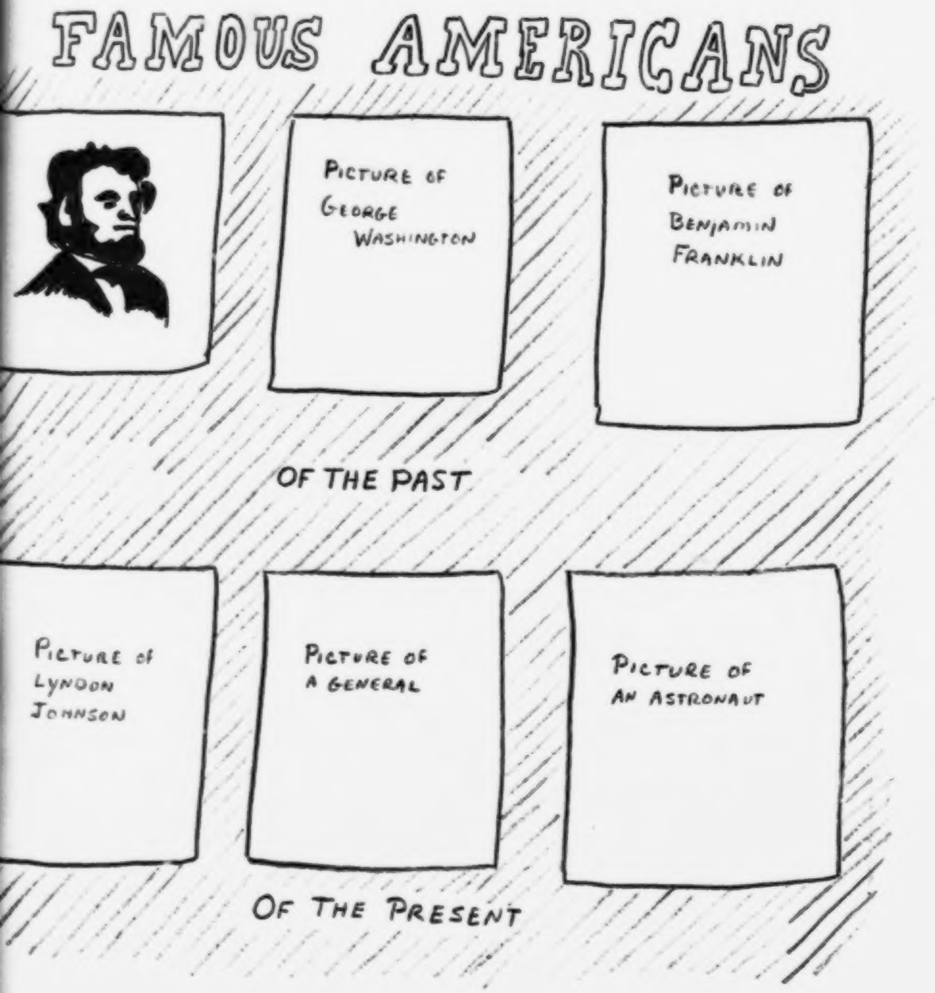

A VALENTINE ZOO
MORTIMER MOUSE
TIMOTHY TURTLE
CASPER CATERPILLAR
LORENZO LION
FLORABEL FISH
ROXY RABBIT
ROLLO ROOSTER
BASIL BIRD
DUDLEY DOG

A tribute to mother makes a good design for May. Cut from yellow poster paper a large circle. Add the black hair and features. Thin strips of yellow poster paper and yellow knitting yarn work well for the rays of sunshine. Cut yellow flowers with the centers made of red hearts and use for the border. Select a background of a dark color such as blue and use yellow lettering.


MOTHER
OUR TRIBUTE
SUNSHINE OF OUR HEARTS


JOIN THE EASTER PARADE
GOOD READING
NEAT WORK
CAREFUL PRACTICING

Social Studies

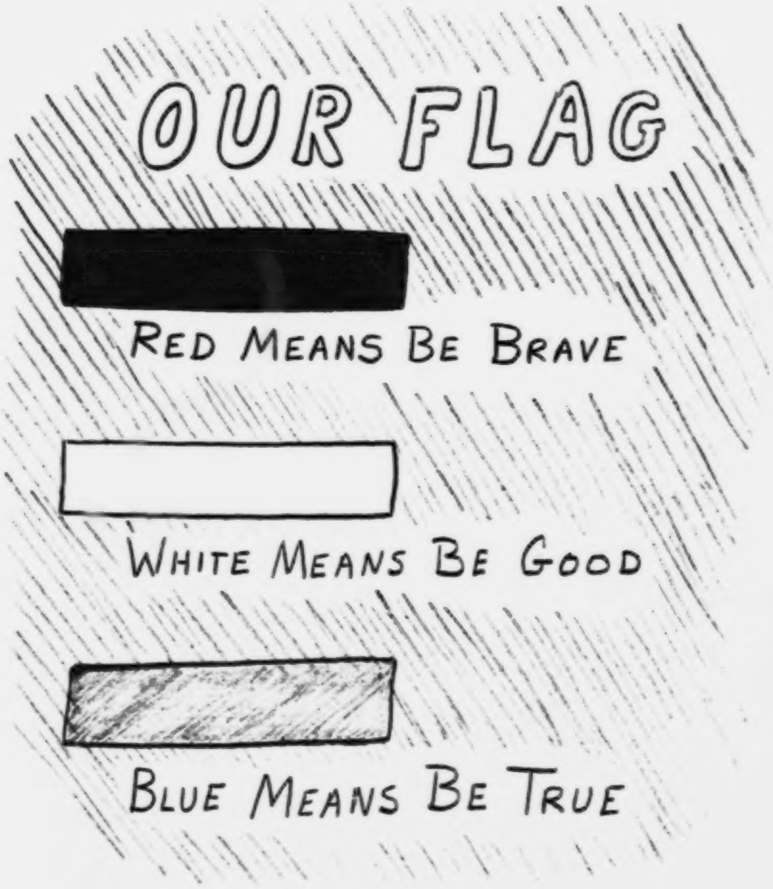

FAMOUS AMERICANS
PICTURE OF GEORGE WASHINGTON
PICTURE OF BENJAMIN FRANKLIN
OF THE PAST
PICTURE OF LYNDON JOHNSON
PICTURE OF A GENERAL
PICTURE OF AN ASTRONAUT
OF THE PRESENT

Important People

Famous Americans of the past, present, and future can be represented by pupil-drawn pictures, cutout silhouettes, magazine pictures, or actual photographs. Vivian Stiles (Sandoval, Illinois) suggests that famous Americans of the future could be pupils themselves or people who are becoming prominent in today's news.

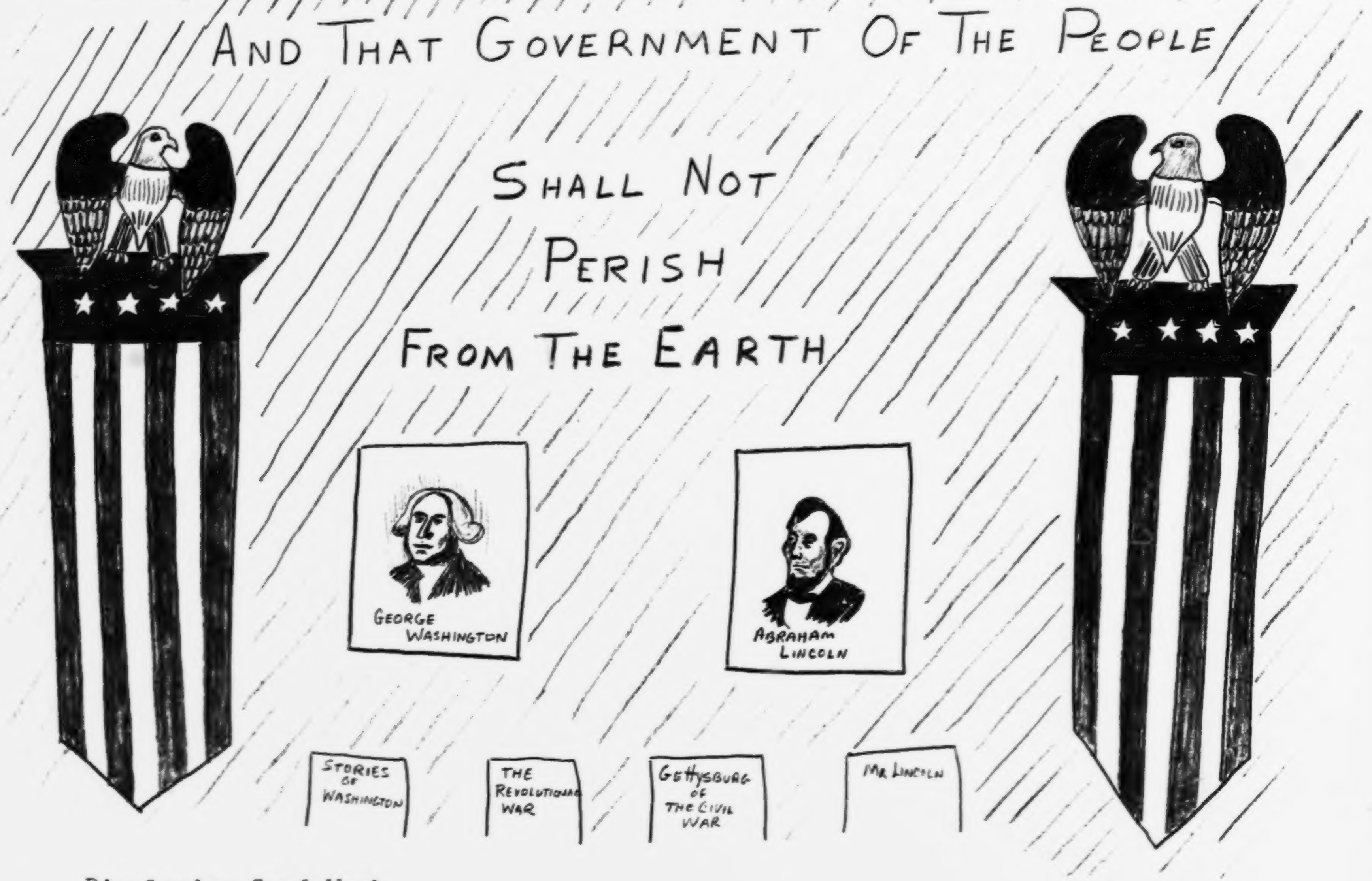
Our Flag

This display for primaries suggests both patriotism and color study. Simplicity should keynote the arrangement of the large lettering and bars of color, says Betty White (Brillion, Wisconsin).


OUR FLAG
RED MEANS BE BRAVE
WHITE MEANS BE GOOD
BLUE MEANS BE TRUE

Books about America

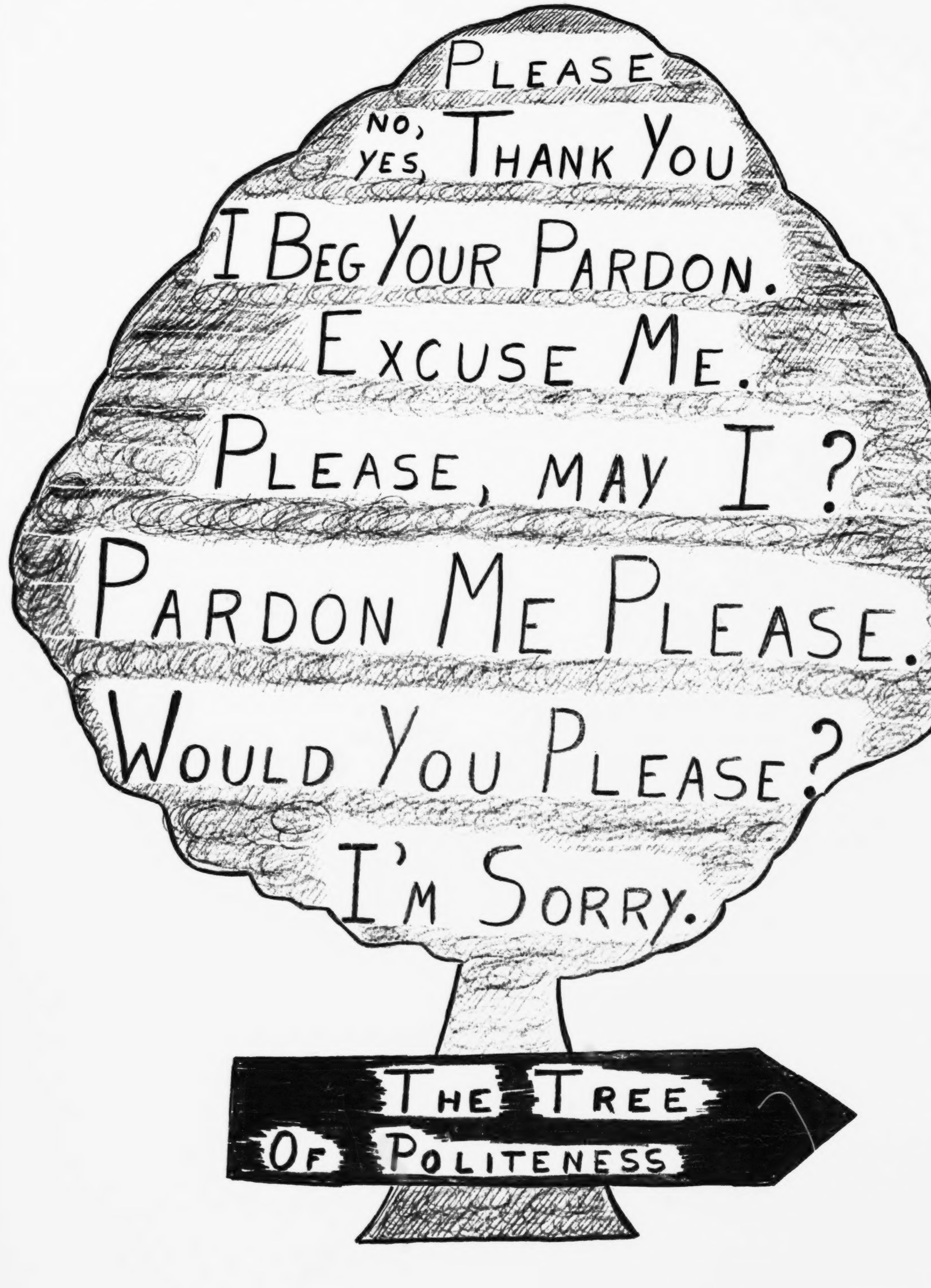
Margaret Steenrod (Islip, New York) suggests this red, white, and blue display for the library or the classroom. Book jackets emphasize persons who have contributed to our country's growth or important events in our history.


AND THAT GOVERNMENT OF THE PEOPLE
SHALL NOT
PERISH
FROM THE EARTH
GEORGE WASHINGTON
ABRAHAM LINCOLN
STORIES OF WASHINGTON
THE REVOLUTIONAR WAR
GETTYSBURG OF THE CIVIL WAR
MR LINCOLN

Displaying Good Work

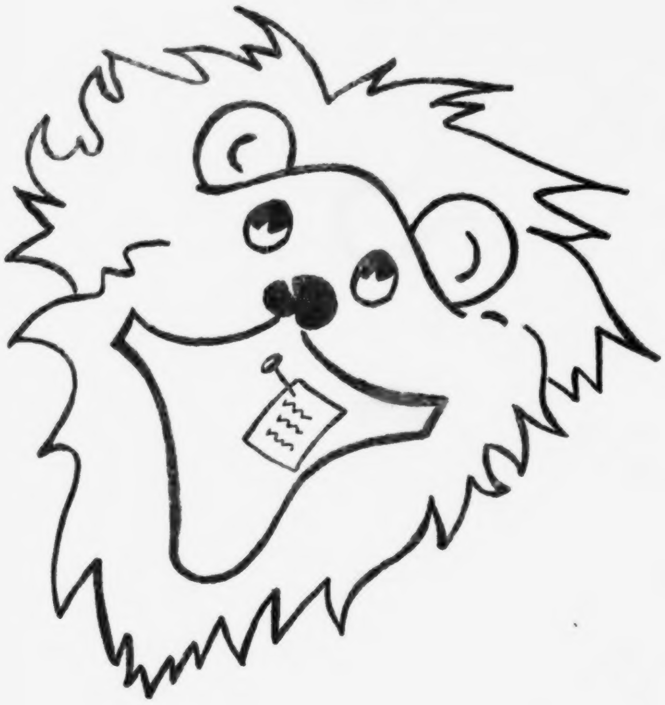
Periodically we plan a "good work" bulletin board, and are always on the alert for new ideas. Several spring ideas that we have liked are: A picture of a group of ice-cream cones with the caption "Mmm, Good!" written across it; a rooster painted with tempera paint on plywood (a picture might do as well) saying, "Something to Crow About"; a black plastic music staff purchased at the dime store with several old records around it, and the caption, "Worth Recording."

Tree of Politeness

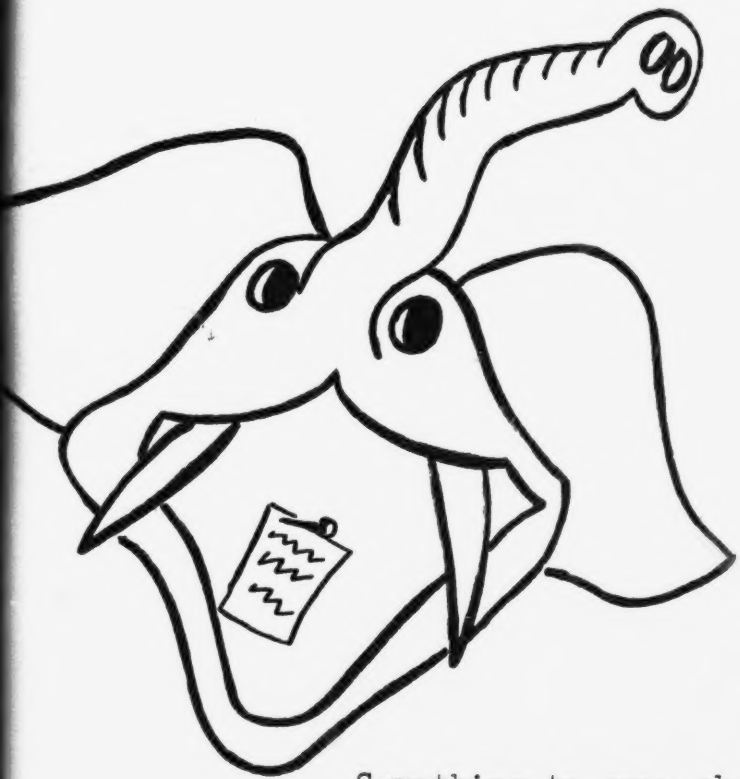

PLEASE
NO, YES, THANK YOU
I BEG YOUR PARDON.
EXCUSE ME.
PLEASE, MAY I?
PARDON ME PLEASE.
WOULD YOU PLEASE?
I'M SORRY.
THE TREE OF POLITENESS

Language Arts

Animal Head Bulletin Boards

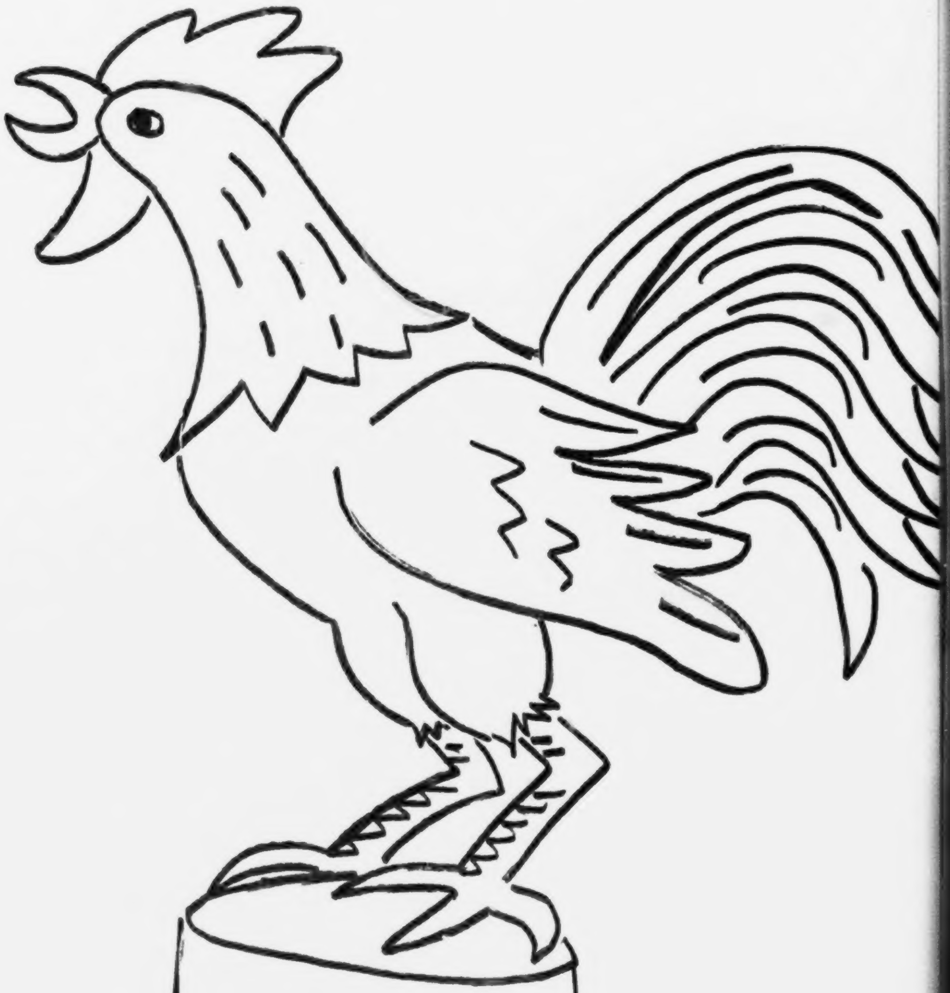


Something to roar about!

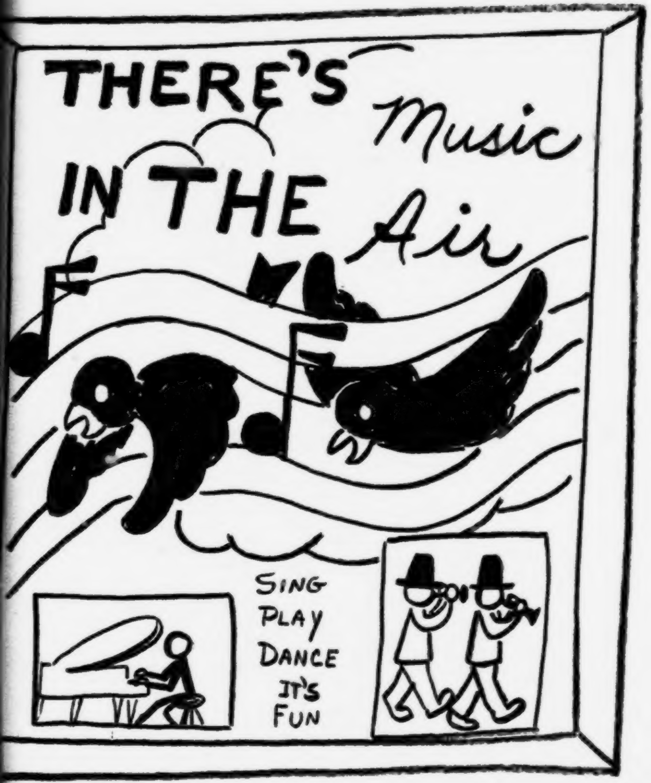


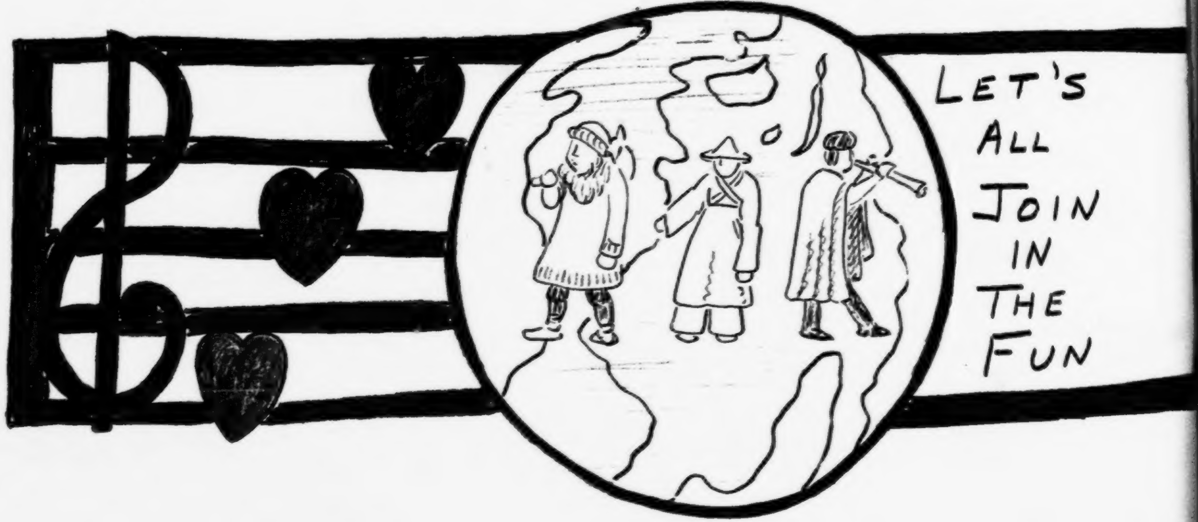
This is not peanuts!

Something to crow about!

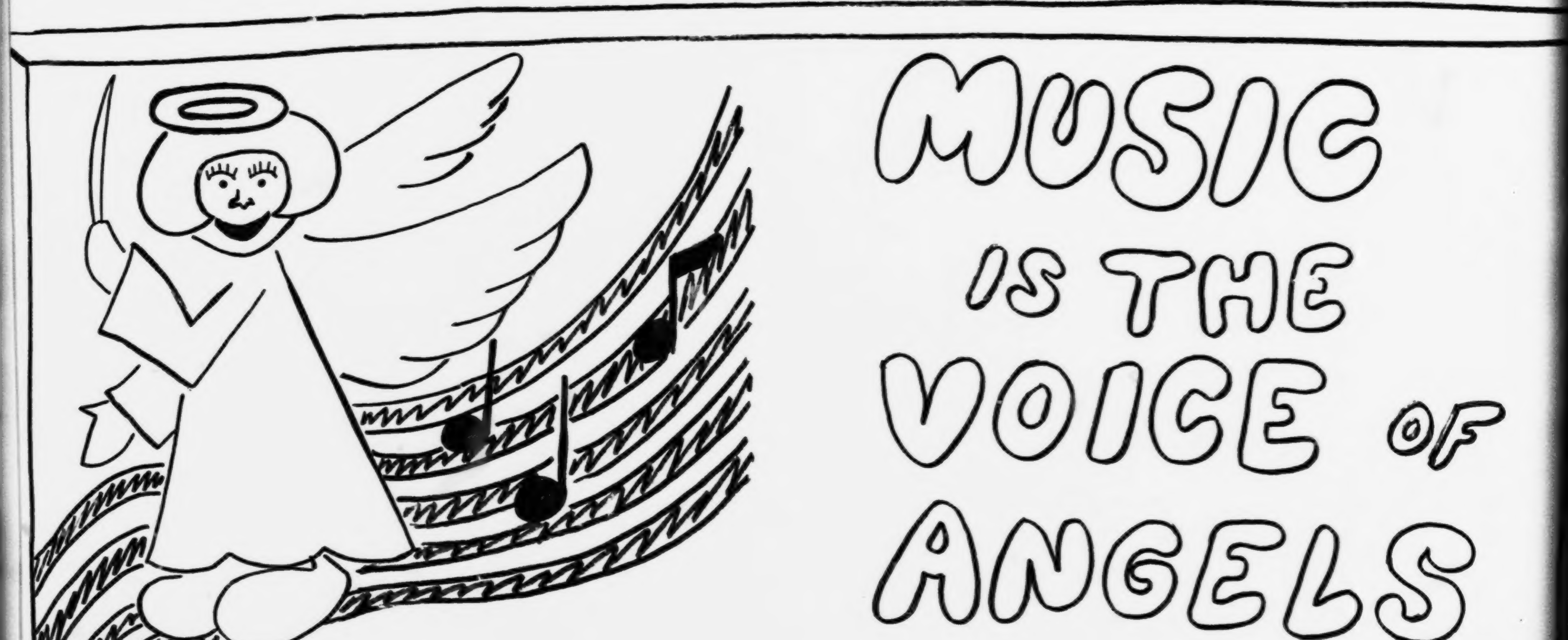


Music


THERE'S Music IN THE Air
SING
PLAY
DANCE
IT'S
FUN


LET'S
ALL
JOIN
IN
THE
FUN

LOVE MAKES THE WORLD GO 'R


MUSIC
IS THE
VOICE OF
ANGELS

October

Mr. October Owl says ——

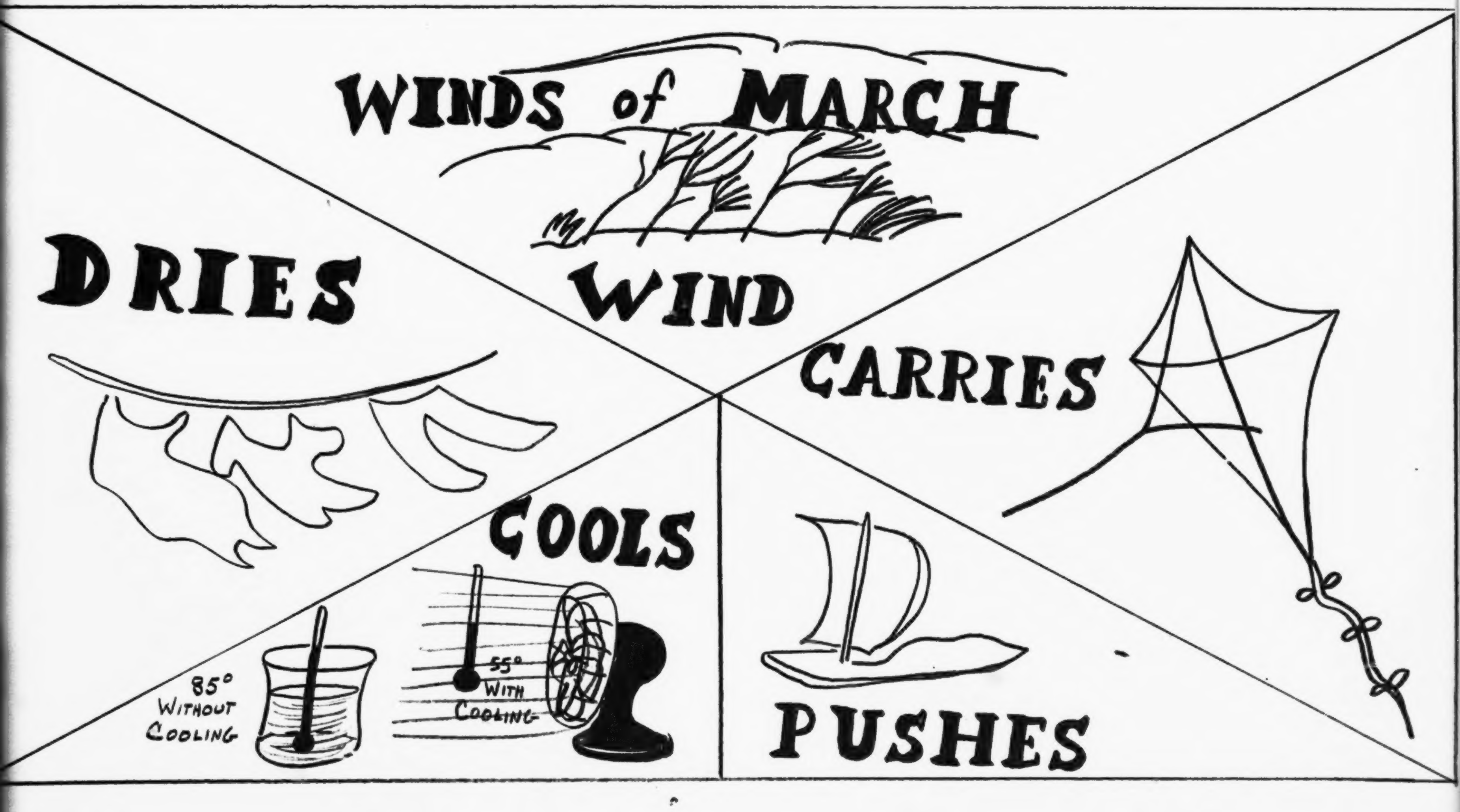
"Days are getting Shorter
Night Comes Sooner."

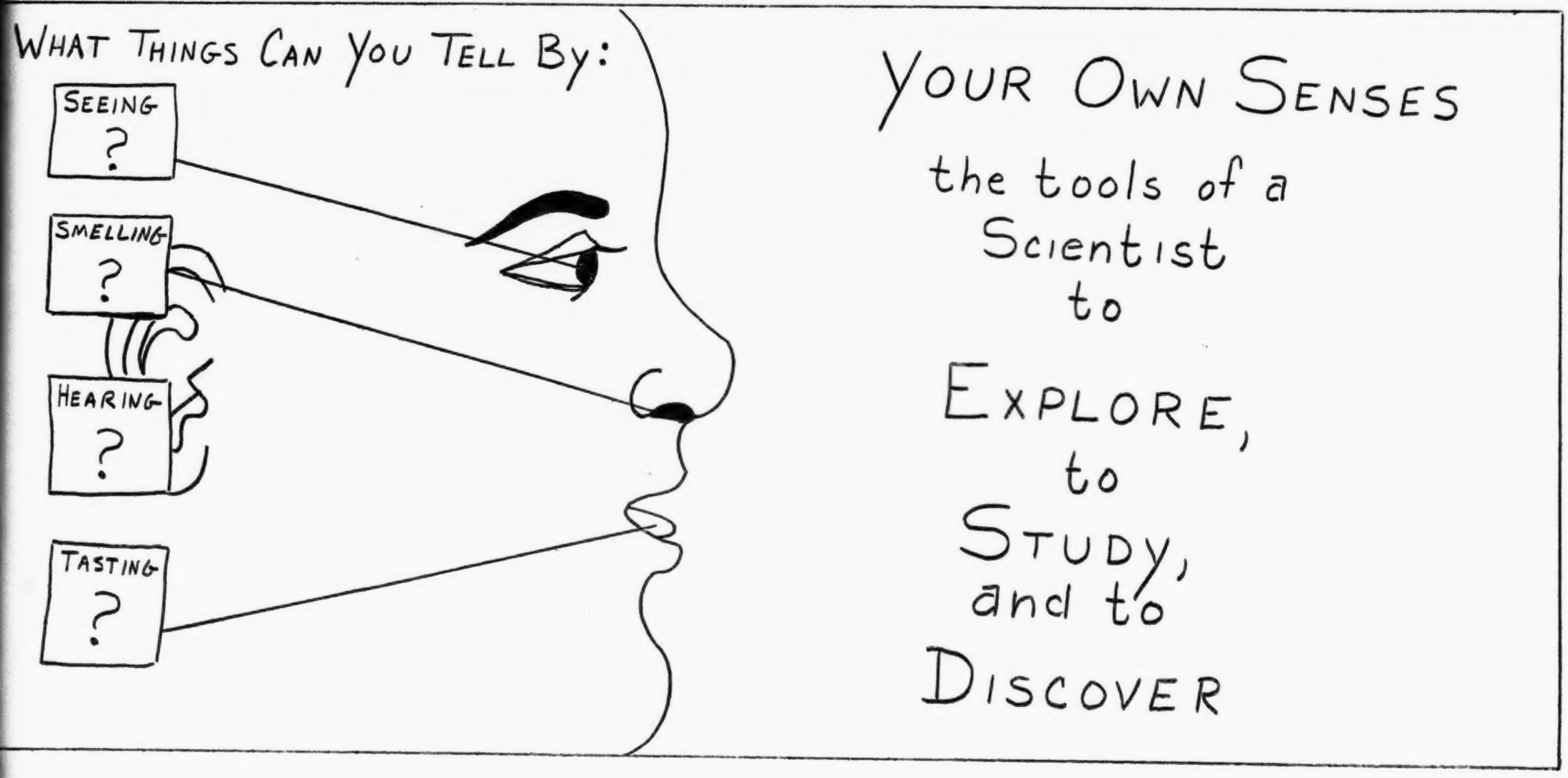
BE CAREFUL,
BE SAFE —

WHEN RIDING YOUR BIKE
WHEN CROSSING STREETS
WHEN ROLLER SKATING
WHEN PLAYING GAMES

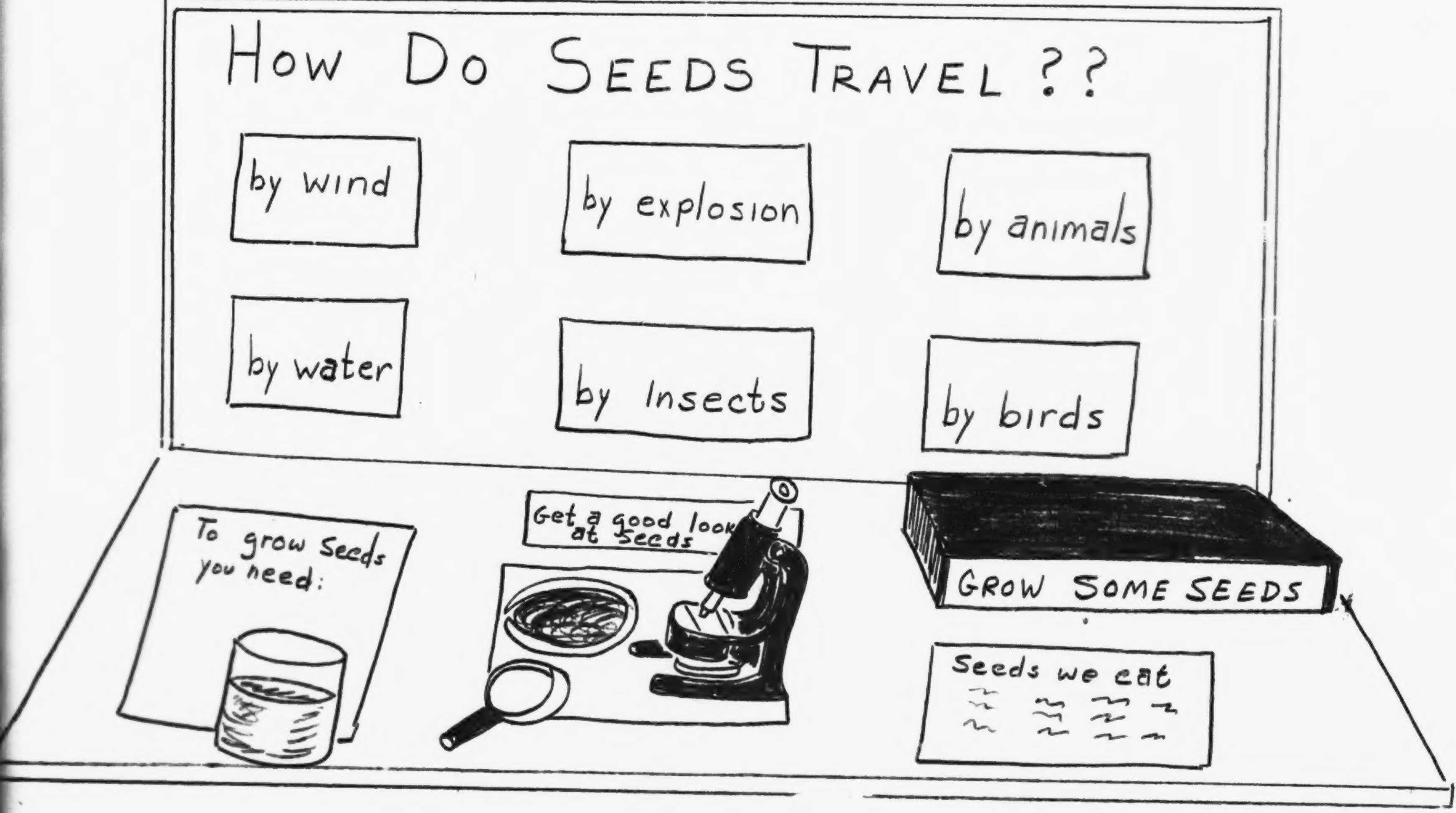
WHEN GOING TO SCHOOL
WHEN GOING HOME
WHEN GOING TO CHURCH
WHEN GOING TO A FRIEND'S

March


WINDS of MARCH
DRIES
WIND
CARRIES
COOLS
85°
WITHOUT
COOLING
55°
WITH
COOLING
PUSHES


WHAT THINGS CAN YOU TELL BY:
SEEING ?
SMELLING ?
HEARING ?
TASTING ?
YOUR OWN SENSES
the tools of a Scientist to
EXPLORE,
to
STUDY,
and to
DISCOVER

Plants


HOW DO SEEDS TRAVEL ??
by wind
by explosion
by animals
by water
by insects
by birds
To grow Seeds you need:
Get a good look at seeds
GROW SOME SEEDS
Seeds we eat

KINDERGARTEN
PRIMARY
K-3

LANGUAGE ARTS

Speaking

Quick Filler Games

Aim: To teach phonics by using a game

Honk-Honk - The class says the entire alphabet quickly, one child per letter. The first child says the letter a; since that is a vowel the next child must say "honk! honk!" or is out of the game. The third child says b, and children continue the alphabet. Each child following one who has a vowel must say, "honk! honk!"

Vocabulary Contest - One child says any word which comes to his mind. The next person must give a word beginning with the second letter of the preceding word -mother, old, large, aunt. Those who cannot are out.

Learning to Listen

Aim: To learn to listen

Procedure: Provide opportunities for practice in learning to listen. Now and then play a game where children follow oral directions. Gather a group of four or five around you. Each must listen as you give a direction and then point to someone to carry it out. A typical direction might be "Go to the bookshelf, find a red book, give it to Jane, and sit down."

Look Alikes

Procedure: Some words look exactly like other words but have entirely different meanings. Such words are called homographs. In each pair of sentences the same word goes in the blanks but is pronounced differently and has a different meaning.

The.....blew all night.

Be sure to.....the clock before you go to bed.

He has a fine.....voice.

In that stream I have caught many......

Put that birthday.....by her plate.

I hope to.....this speech to the assembly.

When you meet royalty you should.....

Anne wore a blue.....in her hair.

Color Capers

Procedure: Colors are used in many common expressions. A single color name completes the expressions in each set.

1. .....house, ...caps, ...wash
2. .....fever, ...pine, ...bird
3. .....back, ...horn, ...pepper
4. .....breast, ...cross, ...hot
5. .....berry, ...beard, ...grass
6. .....board, ...jack, ...mail
7. .....ade, ...pekoe, ...blossom
8. .....fish, ...finch, ...leaf
9. .....bread, ...rice, ...stone

Answers
Look Alikes - wind; bass; present; bow
Color Capers - 1. white; 2. yellow or black; 3. green; 4. red; 5. blue; 6. black; 7. orange; 8. silver; 9. brown

An Activity Train

Aim: To suggest ideas for freetime periods

Procedure: Teachers are constantly seeking different activities for their pupils to use during the free-time period. An Activity train with cars full of ideas for the children's use is one way to present them. Cut engine and cars from construction paper and paste onto oak tag to give more firmness, or oak tag can be painted to provide the color. If the train is "running" along the bottom edge of the bulletin board, attach a pocket to each car in which to insert activities. Or, empty cereal box and put it on the floor, a table, or a windowsill.

The activities placed in the cars may be games, worksheets, science experiments, short stories, ideas for creative writing or art, puzzles, quizzes, and so on. The following are a few suggestions for activities which could be adapted to any grade level.

Story Starters - Interesting, colorful pictures from which children can get ideas for creating their own stories.

Roman Numerals - Oak-tag cards on which the Roman numerals are written. Children can organize them in sequence and check themselves from a master card on which are Arabic and Roman numbers.

Number Names - Using oak-tag cards, write the number name on one side and the figure on the other side. Children can check their understanding of the number names.

Telling Time - Make little clocks with various times shown by the hands. On cards put the hours which the clocks tell. The children can then match the clock to the number on the card.

Contractions - On oak-tag cards write the contractions which the children should know. On another set of cards write the two words for which the contraction stands. The children are to match the contraction with the proper words.

Root Words - Make two sets of cards. On one set put root words; on the other put words which have had a prefix or a suffix added. The children match the longer word with the root word.

Beginning Sounds - Make a set of alphabet cards. On other cards write the words the children have had in their reading vocabulary (with a picture if possible). They match the word to the letter it begins with.

Alphabetical Order - Put the current spelling list or reading vocabulary words on cards for the children to place in alphabetical order.

Word of the Day - Write an interesting relatively unknown or unused word on a card with the definition. The children try using the "word of the day" in their conversations and practice writing it in sentences.

Calendar Study - This has many possibilities. Cards with the names of the days of the week and months and seasons can be put in the right sequence. Pictures showing different types of weather can be put on cards and matched with the month or season that is typical of that type of weather. The months in the seasons can be matched to their seasons. Match a number with 28, 29, 30, or 31 on it to the month having that many days. (Include a calendar for reference.) Put pictures depicting national holidays on cards so they can be matched to the right month.

Rhyming Words - Make several sets of rhyming words on cards. After the cards are shuffled, the children can put them in rhyming groups.

Synonyms - Make two groups of cards with words that mean the same thing. The children can match the cards that are synonyms.

Antonyms - Make two sets of cards with words that have opposite meanings. The children can match the two cards that are antonyms.

This sort of project is especially adaptable to the exceptional student. When the assigned work is finished the ideas on the train can be the starting point for worthwhile learning activities. The talented child can find ideas which develop his creative and thinking processes, and the slow learner can receive the benefits of meaningful, interesting drill.

Finger Play

Aim: To teach coordination and listening

Procedure:

Five little ducks went swimming one day
(hand goes in waving motion)
Over the water and far away
Mother duck called quack, quack, quack
And four little ducks went swimming away.

continue with 3, 2, 1, none

then - Father duck called quack, quack, quack
And all the little ducks came swimming right back.

Aim: To start some experiences in oral expression.

Procedure: Have a question and answer game, with you doing the asking. For example, "Who can tell me where the flag is?" "Who is the tallest girl in the class?" What boy has a sweater on?" "What picture has red in it?" and so on.

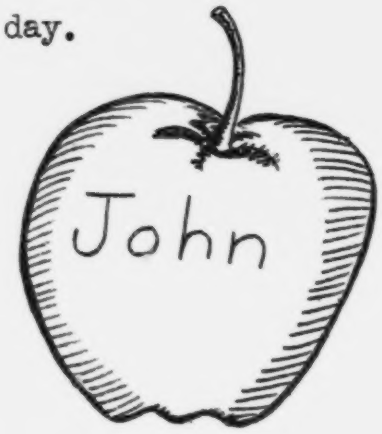
READING READINESS

First Day of School

Aim: To interest and please the children

Materials: Tree branch, red construction paper, and green yarn

Procedure: Cut an apple from red construction paper and then punch a hole near the top. Put a 4" piece of yarn through the hole. Put each childs name on an apple and hang on the tree branch. Let the children find their name and pin it on. This is something nice for them to wear the first day.



Color Clown

Aim: To develop the children's recognition of colors

Procedure: Draw a gaint clown and make large spots of different colors on his costume. Give each child a circle--each a different color also. Have them bring their circles to the clown and match the colors.

Grouping Pictures

Aim: To produce a good activity for slow learners and readiness groups

Procedure: Group pictures and drawings into categories (birds, animals, toys, and so on).

Clip clothespins to simplify the activity. Use as many clothespins as there are categories to be sorted. Paste a miniature picture from each classification on the front of the pin. As the child finds and recognizes other pictures in the same category, he clips them to the pin bearing that picture. Pictures may be groups that the teacher has prepared or the children may cut them from magazines.

Clothespins numbered from 1 through 10 can also be used for early counting; the child clips the correct number of circles, squares, or other geometric shapes to each pin.

Learning Colors

Aim: To associate the sight of colors with their sound

Procedure: Distribute large squares of construction paper in colors named in the poem. As a color is mentioned during the reading of the poem, children having squares in that color hold them up.

Bananas are yellow
Tomatoes are red,
Like a fireman's hat,
Or an apple instead.

Stringbeans are green
The sky is real blue.
Pumpkins are orange,
You know that, don't you?

Snowflakes are white,
Elephants are gray.
Colors are nice to watch
For each day.

Reading Readiness

Aim: To tell a story by a sequence of pictures

Procedure: Cut illustrations from a worn out picture book edition of "Little Red Riding Hood," "The Three Pigs," or some similar story. Back the pictures with felt and arrange them on the flanned board in mixed order. Tell the children to study the pictures while you read the story. Then have them try to place the pictures in the proper sequence. Start with only two or three illustration. As the children become more expert, add more until they are doing the entire sequence of pictures for the complete story.

READING

Teaching Aid

Aim: To teach the alphabet through group participation

Procedure: Cut large alphabet letters from construction paper in the basic colors. Mount one letter on each of the 26 sheets of 9" x 12" oak tag. Hang the alphabet the length of the classroom on the bulletin board or along a wire or clothesline. Below each letter, fasten the names of the children whose names begin with that letter.

This display can be used in several ways. Children can -- (1) sing an alphabet song and learn the letters; (2) begin to recognize their own names and the names of classmates; (3) note the letter their name begins with, its sound, and other words that begin with the same letter and sound; (4) learn the basic colors; (5) copy and begin to write their names correctly.

Action Vowels

Aim: Game to differentiate between long and short vowel sounds

Procedure: Try this game when discussing vowels. The teacher may say a word with a long vowel, for example, snow. Then she asks the class if the vowel O is long or short. All together, the class gives the answer by each child spreading his arms out to indicate the long vowel. The teacher can quickly see who is grasping the idea of long and short vowels. A good movement for a silent vowel is placing ones hands over his ears.

Word Drill Pictures

Aim: An activity to strengthen sounds

Procedure: Small pictures in primary level workbooks make excellent materials for independent work, especially for those students who have difficulty in hearing the difference between the sh and ch, st and sp, br and pr sounds, and so on. Cut pictures of objects beginning with two similar sounds (sh and ch, for example), and store them in labeled envelopes. A student may take the envelope to his seat and sort the pictures according to the two sounds. When he has completed the sorting correctly, he may write his name on the envelope.

Similar use of the pictures can be made in sets of rhyming words, short or long vowel sounds.

Teaching New Words

Aim: To teach vocabulary words

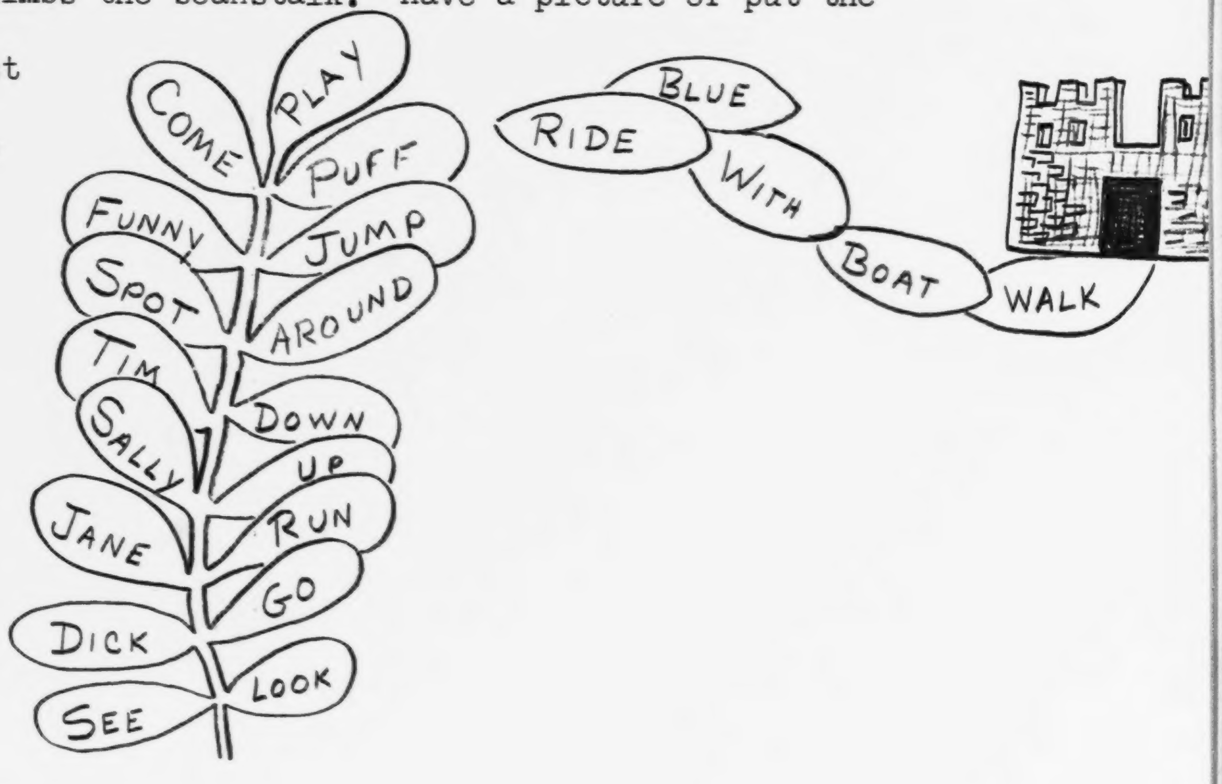
Procedure: Pupils can teach each other new words with this pupil-made bulletin board. Cover the board with pastel construction paper. In the center pin a large cut-paper bird.

Suggest each pupil cut 3 or 4 paper eggs about 3" x 4". On each a pupil writes one word from his reading book. He does this quietly at his desk and checks it with his teacher. His name is on the back of each egg. The eggs are pinned around the bird and all try to see if they know them all. If someone does not know a word, he checks with the person whose name is on the back.

Jack and the Beanstalk

Aim: To teach new words

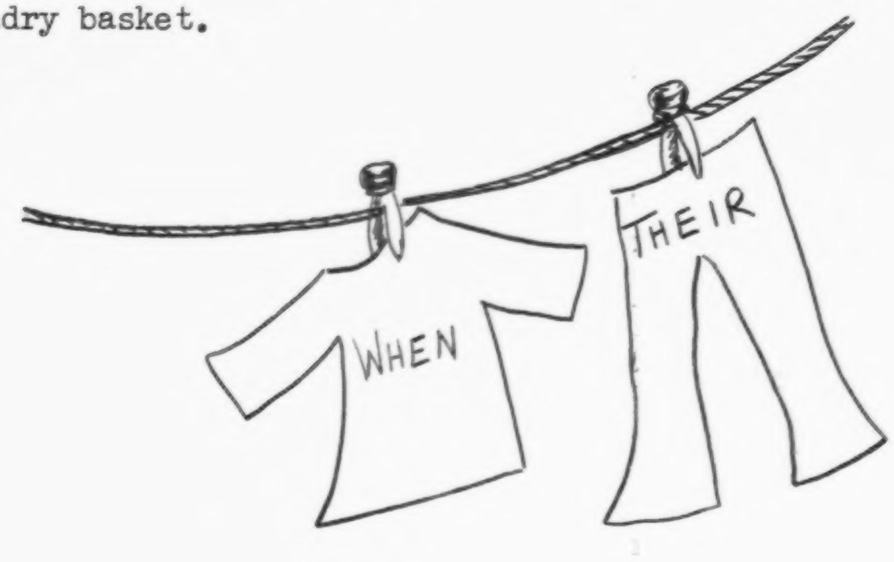
Procedure: Put words on leaves of the beanstalk. As a child progresses in learning words he climbs the beanstalk. Have a picture or put the child's name on the last word he knows. See who can be the first to climb the beanstalk and get to the giant's castle.


SEE
LOOK
DICK
GO
JANE
RUN
UP
SALLY
DOWN
TIM
AROUND
SPOT
JUMP
FUNNY
PUFF
COME
PLAY
RIDE
BLUE
WITH
BOAT
WALK

Reading Clothesline

Aim: To help children learn words that have no picture relationships

Procedure: This reading game is especially good for learning words that have no picture relationship--their, when, while, although. Cut various pieces of laundry--sheets, pillow-cases, shirts, dresses from construction paper. A word was written on each item. As the child reads a word he hangs that piece of laundry on a line with a tiny clothespin. When he misses a word, someone else hangs out the wash. Keep the laundry in a play laundry basket.



Words That Go Together

Aim: To teach rhyming words

When we think of baseball, we think of boys.
When we think of Christmas, we think of _____.

When we think of sailboats, we think of lake.
When we think of birthdays, we think of _____.

When we think of hives, we think of bees.
When we think of woods, we think of _____.

When we think of beach, we think of sand.
When we think of earth, we think of _____.

When we think of letter, we think of stamp.
When we think of light, we think of _____.

When we think of railroad, we think of rail
When we think of hammer, we think of _____.

When we think of sewing, we think of thread.
When we think of pillows, we think of _____.

When we think of sea, we think of fish.
When we think of food, we think of ______.

The answers to the word quiz above are given here. For variety, scramble the letters.

toys
cake
trees
land
lamp
nail
bed
dish

Name Reading

Aim: To help children to recognize classmates' names

Procedure: By now children are used to seeing other names as well as their own on the chalkboard. Some day list all the names and have an informal reading drill on them. A few of the group may know everyone's name.

Our Bunny Club

Aim: To help pupils who have trouble recognizing sounds

Procedure: To help those who do have trouble recognizing sounds, form a club of bunny families. Children who are more proficient are mothers and fathers and others who need practice are the children. After donning our paper rabbit ears, mothers and fathers choose their children. Sometimes, read a story to one family while each listens for words beginning with a specified sound (standing when he hears word). Other rabbit ramilies may be playing a flannelboard game, matching rhyming words. Here a mother or father is in charge. Still, another family may be matching picture cards. At a signal the families change activities.

Spot the Spoof

Aim: A game of listening to strengthen vocabulary

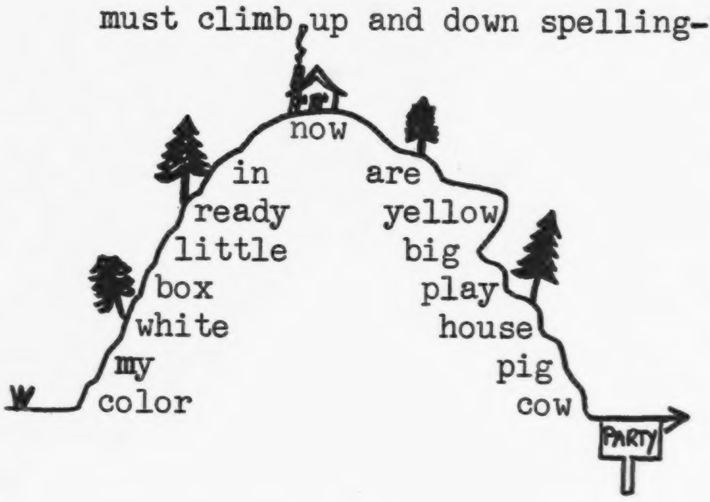
Procedure: In this game read a story from the reader (one familar to the pupils). In place of some of the newer vocabulary words and words that are "troublemakers," try to slip in another word without being caught. If the pupils are paying close attention they call out "spoof" when they spot a wrong word and must tell what the correct word should be. It is such fun to catch the teacher in a "spoof" that all eyes remain glued to the story and vocabulary practice never becomes boring, even for those faster pupils.

SPELLING

Spelling Word Hill

Aim: To teach spelling with a game

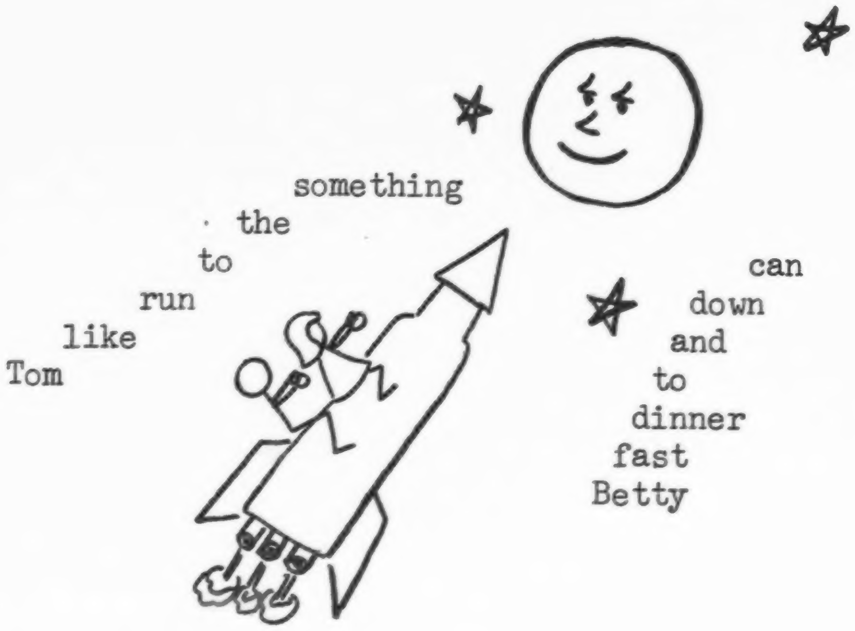
Procedure: Everybody is invited to a party. But to get there, a child must climb up and down spelling-word hill. If he makes it up, he draws his favorite party food on the board. If he stumbles, a rock is drawn beside the missed word and he waits until a child who can spell the word comes along to give him a push.


color
my
white
box
little
ready
in
now
are
yellow
big
play
house
pig
cow
PARTY

Trip to the Moon

Aim: To teach spelling like a game

Procedure: For the price of some sharp spelling, a student can get a round-trip ticket to the moon. He works his way up and down by spelling words along the way. Draw a star next to the missed word to indicate a space collision and send the speller back to earth for rocket repairs. The stars will show you the words that the pupils need help with.


Tom
like
run
to
the
something
can
down
and
to
dinner
fast
Betty

Spelling Relay

Aim: To motivate spelling by using a game

Procedure: This spelling game keeps everyone alert and demands real team cooperation. Teams should be selected of equal ability.

Prepare letter cards in duplicate--one set for each team. Cards must be large enough for a child to hold in front of himself for all to see (about 16" x 20"). Teams must have an even number of people; each team selects its captain. A set of cards is given to each team.

As a teacher calls a word, each team tries to spell it with cards. The first team to spell words correctly, in proper order, and with letters right side up, wins a point for his team.

Teams of ten each might have the letters E, T, N, R, O, A, I, S, M, L. They could spell the following words, plus others.

miles
smile
rent
trains
steam
malt
snail
nails
ears
silt

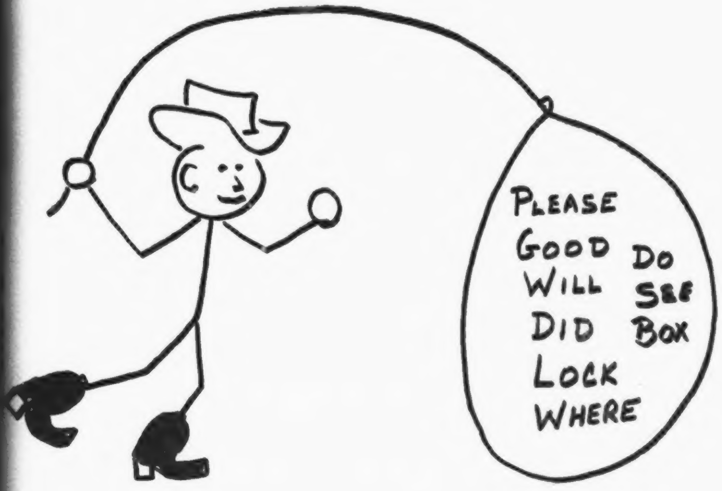
trail
storm
store
remit
rains
reins
snare
notes
nose
rose

sailor
stain
strain
smelt
mist
tenor
mister
rant
sit
seat

Word Roping Rodeo

Aim: To motivate spelling by using a game

Procedure: A word roping rodeo contest will add sparkle to everyday spelling drills. Write spelling words inside the lasso, including some

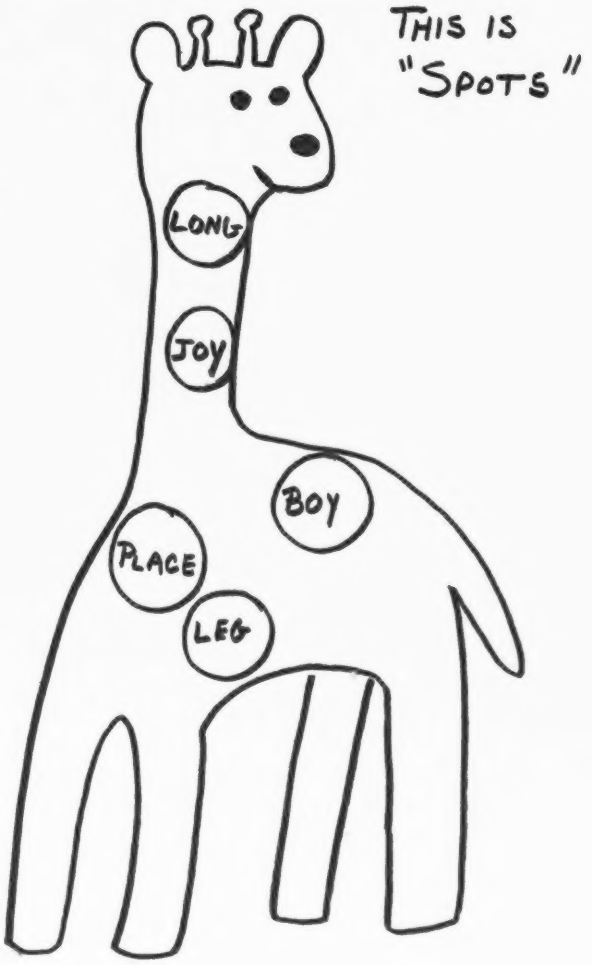


new ones. Children who can spell the new ones "lasso" them by drawing circles around them. Children who can spell all the words rate as stars.

Primary Spelling

Aim: Spelling motivation by using visual aids

Procedure: Each child makes a large heavy cardboard giraffe which he paints yellow. Slip each figure into a grooved piece of wood so that it will stand. Children cut out a quantity of spots from brown construction paper. When a child has learned to spell a word correctly he writes a word on a spot on the giraffe. This technique is good because the children compete with themselves rather than with each other.



Oral Spelling Game

Aim: Spelling motivation with a game

Procedure: A child spells a short word; the next turn goes to a child who is ready to spell a word that begins with the letter that ended the previous word. For example, top-pet; dog-gone; etc. This game could be played on paper by good spellers and a time limit would be challenging.

WRITING

Creative Writing

Aim: To establish an atmosphere conducive to freedom of expression for creative writing.

Procedure: Avoid checking errors on creative work, unless the pupils request it, and never grade this work. Let the pupils think of creative writing as fun. Give those who want to, the opportunity to read their work to the class, but those not wanting to should not be pressured. No one needs to turn his work in, unless he wants to do so. Children are much more willing and eager to write when the privacy of their work is respected; they can use their imagination without the fear of criticism. Choosing a subject should be left up to the child. Spelling and correct usage are taught at other times--not stressed during writing periods. Creative writing also allows them to see the need for learning how to spell and punctuate.

Handwriting

Aim: To develop handwriting skills

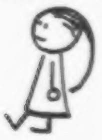
Procedure: Use handwriting class to develop booklets for Mother's Day gifts. They need have only six or seven sheets, each taking up a different phase of the curriculum. One page might contain writing, one arithmetic combinations, another drawings, and so on. Label each page (in best writing, of course.)

Punctuation Characters

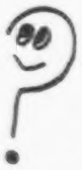
Aim: To learn punctuation marks

Procedure:

Miss Comma,

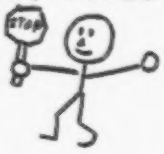


Pause



Oh, you funny mark
I'll tell you where to go.
When I ask a question
You're at the end, I know.

Mr. Period.



STOP!
The period is a little dot.
He says he is my friend,
And when I read or write a tho't
He's always at the end.

ARTS AND CRAFTS

Aim: To make paper smocks for children in art class.

Procedure: In the primary grades, some pupils can never seem to remember to bring in smock or old shirt to wear when they paint.

I struck upon a simple solution to the problem of providing them with protection. At the supermarket, for about a penny apiece, I buy 50 grocery bags, which I cut from top to bottom up the back. Then I cut off the bottoms and cut out armholes in each side. The children wear the bags with the openings in the back, and I staple the openings together at the tops.

These bags will fit children up to the size of an average 13-year-old. They can be thrown away or stored compactly for future use.

Crushed-foil Art

Procedure: Aluminum foil is an ideal figure-forming material for dioramas, models, and 3-D murals. The beauty of foil is that it can be bent and squeezed to produce bulky models with as much action as stick or pipe-cleaner figures.

Clean, discarded foil collected by the children at home can be stored until needed. Squeezing life into it calls for imagination and a sensitivity to the impression and figure the child wishes to create. It may be an animal, bird, or person.

The Process: Roll a long strip of foil and squeeze it slightly. Allow a length for the head, neck, and front legs, then bend up the base of neck. Proportion body and bend enough for hind legs. Fold remainder up toward back.

Cut between front and back legs while foil is slightly squeezed. Shape body and legs to symbolize desired action. Produce body contours by filling in little wads of paper and strip mache. When dry, finish with paint, cloth, yarn, buttons, tissue paper, glue, glitter--anything to give the desired effect.

Snowflake Designs

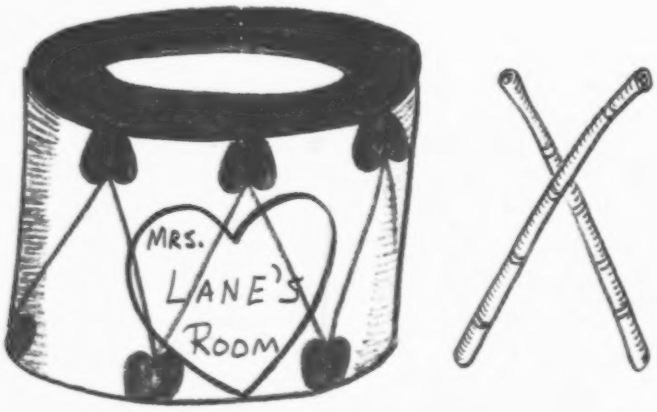
Procedure: An old friend in a new form! Snowflakes viewed through a microscope prove to be, not white, but a myriad of colors! So, using pastel cut-paper snowflakes, children find a new way to form fanciful scenes and creatures, or flowerlike arrangements on dark backgrounds.

Waxed-Paper Etching

Procedure: Young children are always anxious to "try something different." You will discover that the unfamiliar but fascination idea of "scratching out" a picture will catch on almost as fast as those first finger-painting lessons did. Use the most inexpensive waxed paper and draw on it with any sharp object which won't tear the paper. Etchings will show up best when mounted on black paper.

Valentine Drum

Procedure: Gay valentine box! Cut slot from center of a large circle of heavy red paper. Slit edges of circle and overlap sides of a five-gallon ice cream container. Cover tabs with narrow strip of white paper. Decorate sides and glue eight small hearts, punched as shown, around base and top. Lace with yarn; add rolled-paper drumsticks.

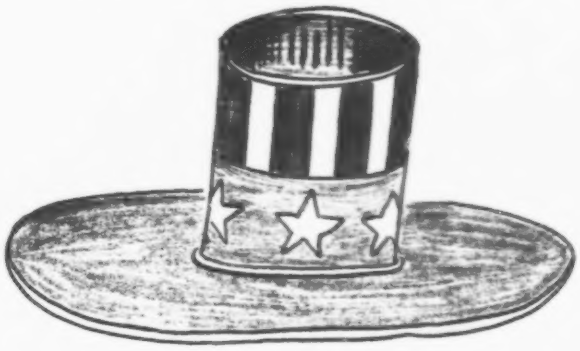


Comparing Profiles

Procedure: Faces in profile are interesting for children to study. They can take turns tracing the features of classmates who stand between a bright light and a large sheet of paper. Then they look for similarities and differences in the outlines of noses, lips, chins, and hairlines. Expand the comparison of profiles to include animals drawn full length or head only.

Patriotic Holder

Procedure: Here is an easy-to-do art activity that is decorative and useful. The holder takes pencils, crayons, or paper clips, depending on the size of tin can chosen. Four-ounce baby-food juice cans are a good working size for young children. Spray or brush white paint inside and on the outer edge. Glue alternating red and white strips of construction paper on upper half. Test width so there are 7 red and 6 white. Cut and glue blue band on bottom half. Paste on stars--handmade or purchased. Glue blue circle inside a plastic lid for brim of Uncle Sam's hat and then glue crown to it.



Leaf Children

Procedure: Colorful fall leaves can be put to use in the classroom to illustrate simple games or just as an art project. Each child brings a leaf to school and pastes it on a sheet of 9" X 12" contrasting construction paper. Then using the leaf as the body area, he uses crayons to make legs and feet, arms and hands, and a head to make a "leaf child."

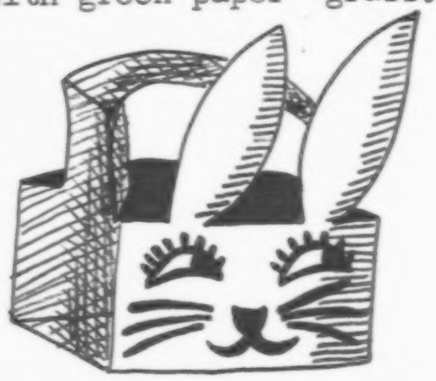
Bird House

Materials: ½ pint milk carton, red tempera paint, brown construction paper.

Procedure: Wash mild cartons and allow to dry. Glue tops back together where open. Let children paint his carton red. Cut brown paper into pieces larger that carton tops for the roof. Glue to top. Cut a round hole in one end for door.

Easter Basket

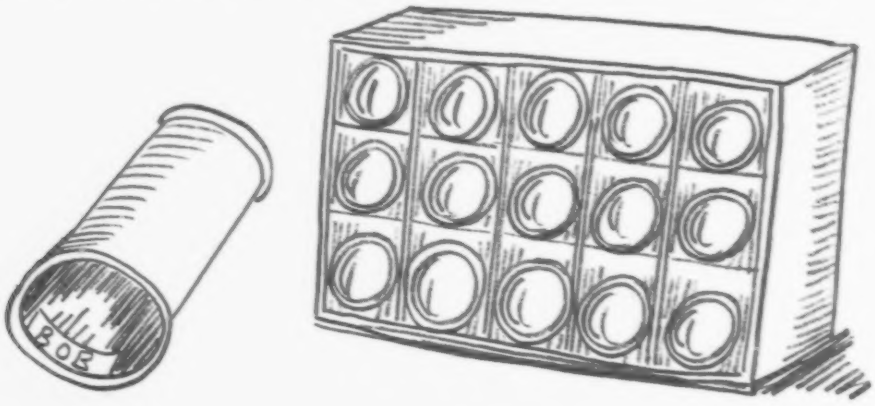
Procedure: A grocery sack about 11" X 5½" makes an inexpensive Easter basket. About 3½" up from the bottom of the sack, draw a line across the width. From this line draw two ears about 6 inches long. Draw a rabbit's face on the bottom part of the sack, and then color the inside of the ears pink, outlines in black. Cut out the ears. Open the sack and cut off the back two ears. Staple the two side ears together to form a handle. For a more realistic effect, a white cotton ball can be pasted on the back for a tail. Fill the inside of the sack with green paper "grass."



Let's Play Post Office

Procedure: Setting up a mail corner in the classroom is simple and inexpensive. Ask your school cafeteria to save empty cans (the large fruit or tomatoe juice size) and the cases they come packed in. Put the empty cans back in their cases, turn the cases on their sides, and you have 12 mailboxes per case. You can decorate and label them any way you choose.

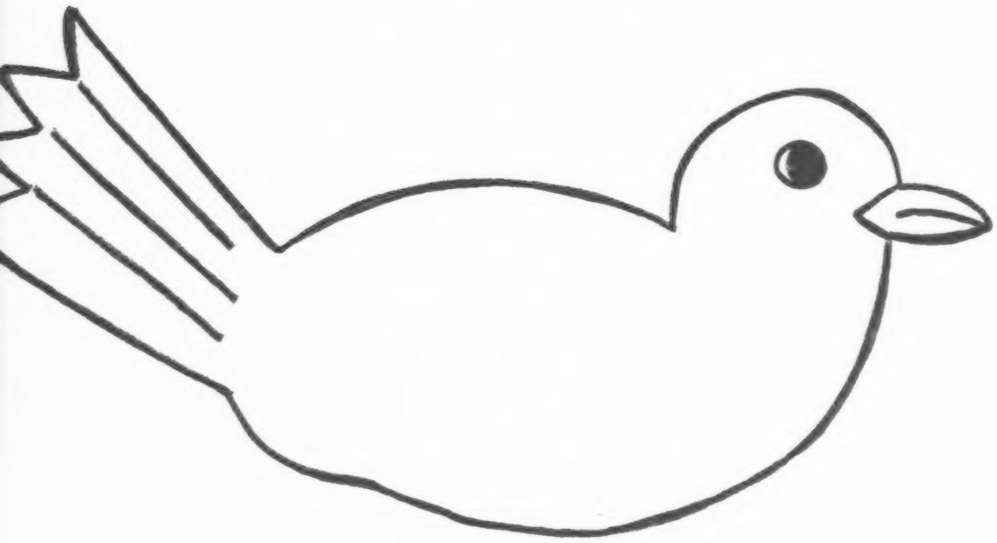
When you have handouts, notices, or papers of any sort to distribute, just place one in each mailbox. Children enjoy going to the mail corner to get their mail before they leave for home each day.

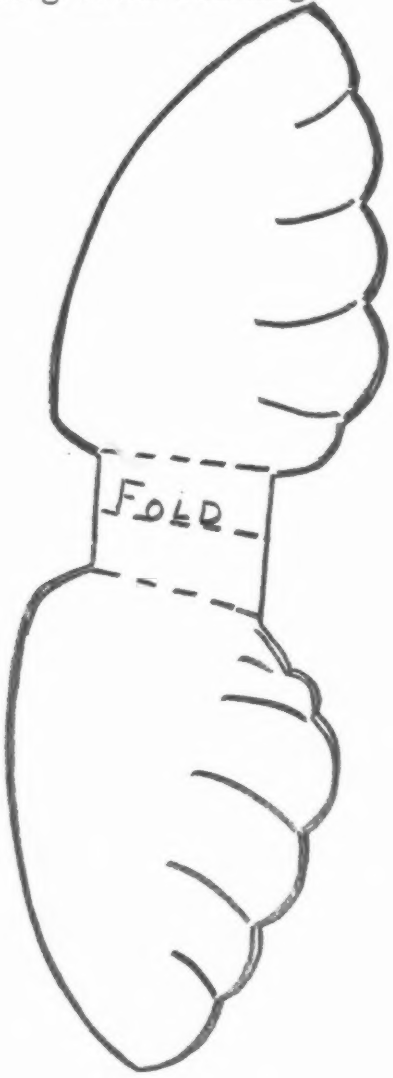


Bird Mobile

Material: Construction paper and Staples.

Procedure: Cut bird parts from different colors of construction paper. Staple the wings on body, attach string to top and hang from ceiling.





Checkerboard Art

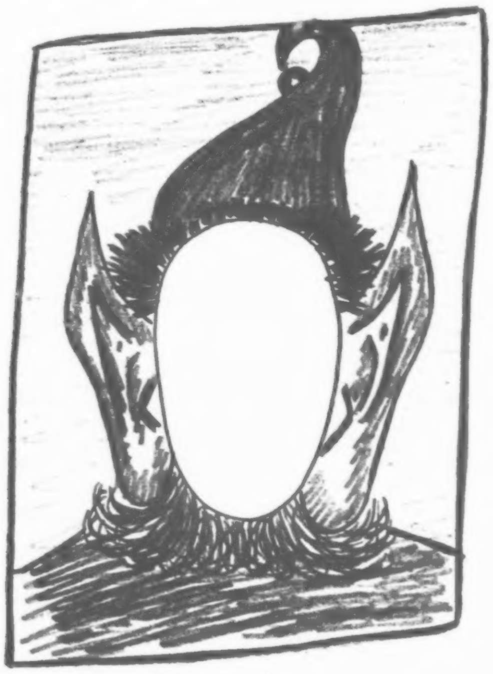
Procedure: A checkerboard art activity gives pupils a chance to use interesting combinations of color and to see how different colors look together. Use half-inch graph paper for primary grades and quarter-inch for middle and upper grades. Pupils fill squares with different colors in whatever pattern or design they wish. It does the trick on a rainy day when children need a little something extra to keep them occupied.

Make a Big Scarecrow

Procedure: Two sticks are lashed together with cord and stood upright in a pail of sand for the frame. For the head stuff a paper bag with crumpled news paper. After tying the bottom of the bag with cord, attach to the top of the mail stick. Paint the features with tempera. Put an old shirt on the crossbar and jeans on the upright stick. Fringed brown crepe paper is tied to the end of the crossbar and to each trouser leg for straw. Stuff the jeans and shirt. Tie the waist and arms with cord. A black sock stuffed with news paper is used for the crow. Add paper wings and beak. Attach crow to scarecrow's arm.

Elves--Themselves!!

Procedure: In every child there is an elf! From a sheet of folded newspaper cut correct shape to fit each child's face. Trace on long constructions paper and cut out. Color, paste, or staple on leprechaunlike beards, ears, hats and collars. Have children try on cutout creations before a mirror. Take photos if you can, for St. Patrick's Day greeting cards.



SOCIAL STUDIES

Activities for Primary Social Studies

Aim: To enrich social studies activities and to make social studies more meaningful

1. Constructing cardboard houses, post offices, stores, etc.
2. Visiting stores, factories, museums, etc.
3. Experimenting with seeds, making butter, making papier-mache for puppets, etc.
4. Telling stories, panel and round table discussions, etc.
5. Collecting rocks, stamps, and cloth.
6. Planning exhibits of things made or collected.
7. Writing for school paper.
8. Singing song connected with unit or created for unit.
9. Appreciating music loved by other nations.
10. Having puppet shows.
11. Making murals.
12. Interviewing fire chief, policeman, nurse, doctor, teacher, etc.
13. Making written and oral reports.
14. Interpreting and making mops.
15. Giving programs and culminations.
16. Making scrapbook, log books, diaries, etc.
17. Writing autobiographies of a farmer, a miner, a manufacturer, etc.
18. Writing an alphabet story of the unit, beginning with A and making an important statement. (A is for Akron where tires are made.)
19. Corresponding with children of other countries.
20. Making bulletin boards.
21. Collect legends or folk tales.
22. Arrange an "Information Please" program using information gained from outside readings.

Back When

Aim: To encourage the child to read the newspapers

Procedure: A little friendly nudging may open your local newspaper office so a group of children can inspect newspapers issued about the year they were born. Before they go, establish some differences and similarities they can hunt for. Food prices, clothing and hair styles, and cars are popular items. But newspapers should be read for deeper considerations. What were the editorials about? What was front-page news? What items told how people lived that year? (This is a good activity for the third grade.)

Information Swap

Aim: To teach the children to exchange possessions

Procedure: Choose between a contrasting situation or one that is similar in another part of the country. The teacher or principal should make the first contact with the other school. Tell them whether your class wants to swap information on a sustained basis or a one-time shot. Don't swap with more than two schools at a time. Avoid sending items of worth; don't expect anything to be returned.

Population Density

Aim: To teach population density

Procedure: Make a study of the number of people living on the four sides of a block using only the sides within the dimensions. Children can either measure the block or estimate length and width. Then they knock on every door to find out how many persons live in the dwelling. From these figures, they project density. How many people would live in a square mile with a similar density.

Foods

Aim: To teach types of food

Procedure: Divide class into seven committees--vegetables, meat, fish, dairy products, beverages, cereals, and fruits. As a "homework" assignment, students visit supermarkets to list foods in their category. Duplicate them for everyone's notebook.

Barter

Aim: To teach bartering

Procedure: Children become barter-minded about second or third grade. (Before starting, send a letter home explaining to parents what it is about and the kinds of learning involved.) To open barter, draw names of five children out of a hat. Each one brings something to school that he no longer wishes to keep. Once an item is up for barter, any child may bring something to swap. Two-way and three-way barters are likely to develop; this is good. (A two hour waiting period after each deal is made is a good idea so either party can call off the trade.)

Family Life

Aim: To teach family life to small children

Procedure: Large color pictures portraying family life are shown to the children as they sit around an easel. The teachers ask the kind of questions that let kindergartners relate their own home life to what they see.

As soon as interest warrants, the teacher reads or tells a short story describing the scene. Finally, youngsters discuss what they think, see and feel. Five-year-olds are amazingly sensitive to likenesses and differences in family life and their retention of ideas is impressive.

Parents share items collected from travel. The reality of Japanese culture is more apparent to kindergartners when they see flags, dolls, chopsticks, and fans. However, we make no attempt to make them aware of the word culture. Cultural interest is also sustained by exposing the group to the music, art, and dances of a country.

The total activity improves a kindergartner's ability to listen, recall, retell main ideas, and "read" pictures.

MATH

Inexpensive number cards can be made by cutting numerals from sandpaper and gluing to a heavy poster board. Children benefit from touching these numerals.

Bounce--A number game

Aim: To motivate learning of numbers

Procedure: Write one of the numerals (1-10) on 10 cards and illustrate each with an approximate number of balls to symbolize the numeral. One child holds up a card and calls on another to bounce the ball as many times as indicated. If the "bouncer" performs correctly, he selects the next card and the next "bouncer." If not, another card is pulled and he tries again. Repeat until he succeeds.

The Calendar and Arithmetic

Aim: To teach addition

Procedure: Use a calendar month that begins on Sunday. Let the children count the days of the week. Help them to reason that since the weeks are of equal length, 7+7 must be 14 since 14 is below 7. What do you get if you add another 7? How far does the calendar help you count by 7's? Can we count further?

Math Games

Aim: To motivate learning of numbers through games

Procedure:

Hiding

Several children are chosen to hide objects (these may be numbered). As the objects are found, the teacher may ask how many objects; what order; etc.

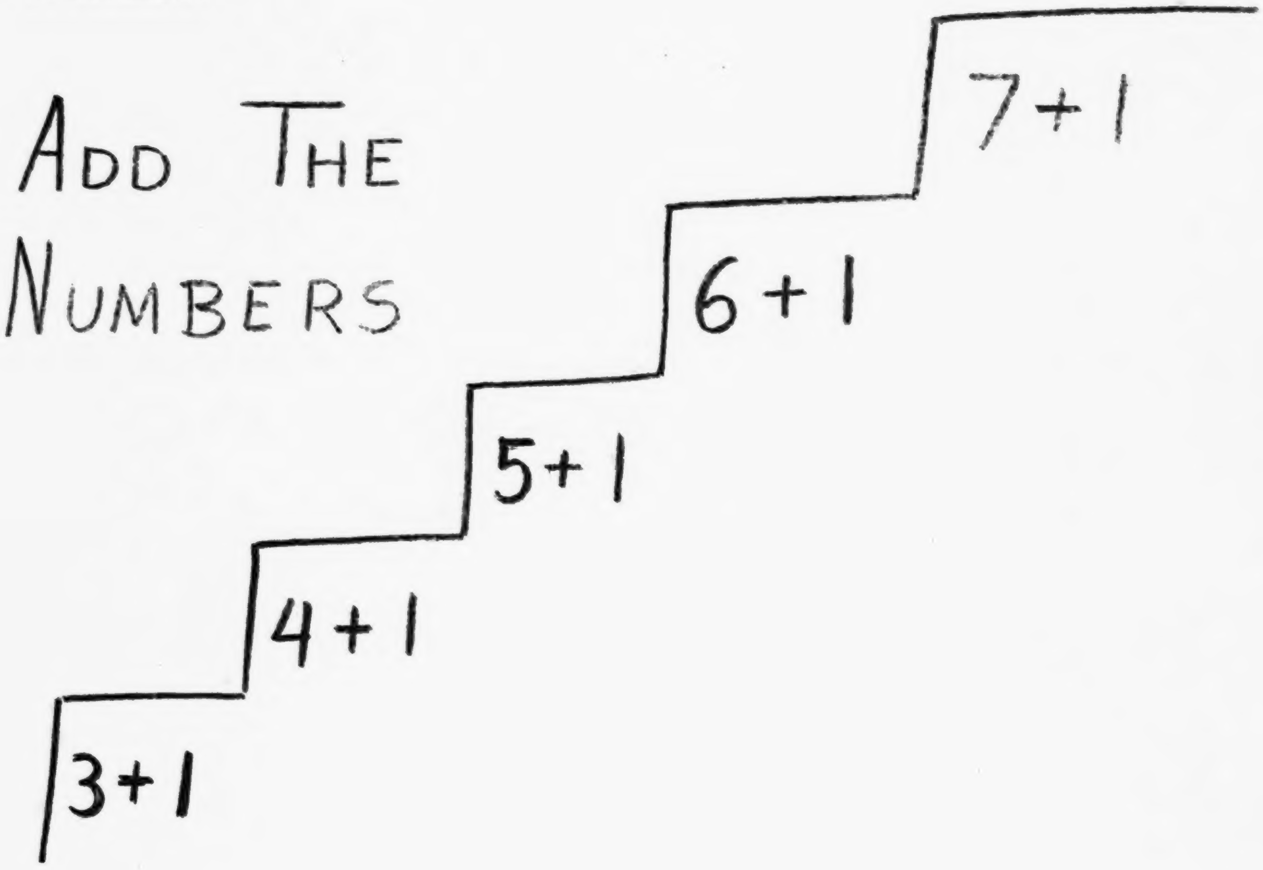
Matching Numerals

A child stands in the middle of circle, holds up a card with a numeral on it, and then turns so everyone can see. The child with the matching number moves forward.

Stairstep Addition

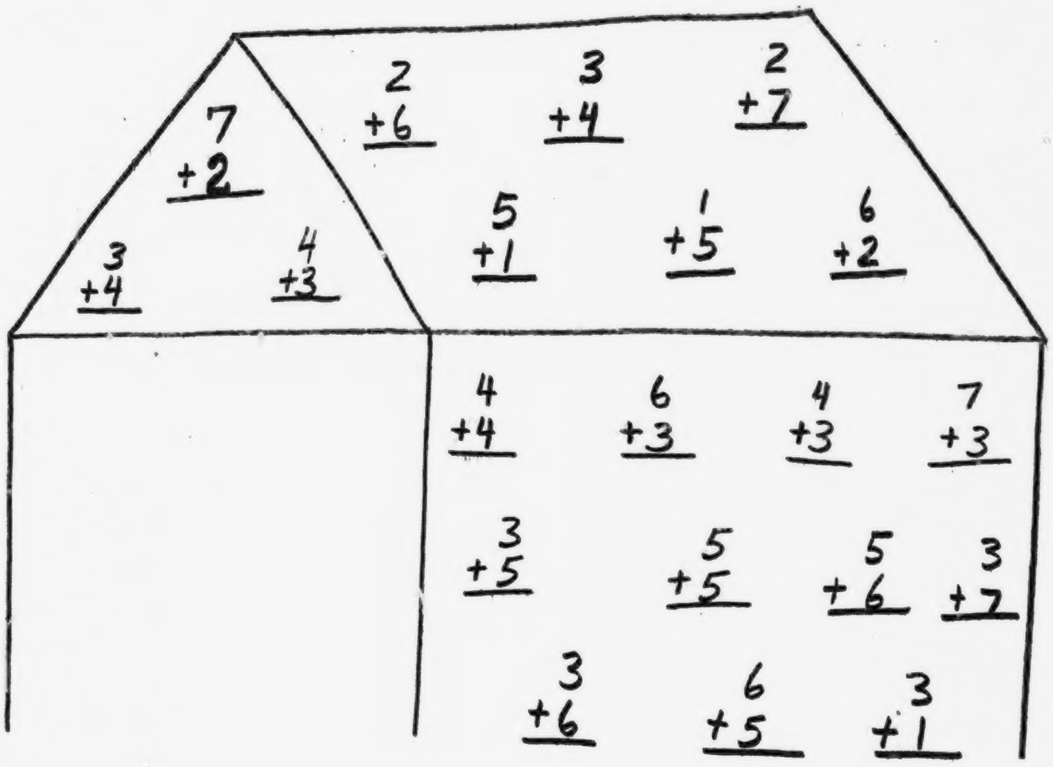
Aim: To strengthen combinations

Procedure:



To Strengthen Combinations (continued)

The Addition House

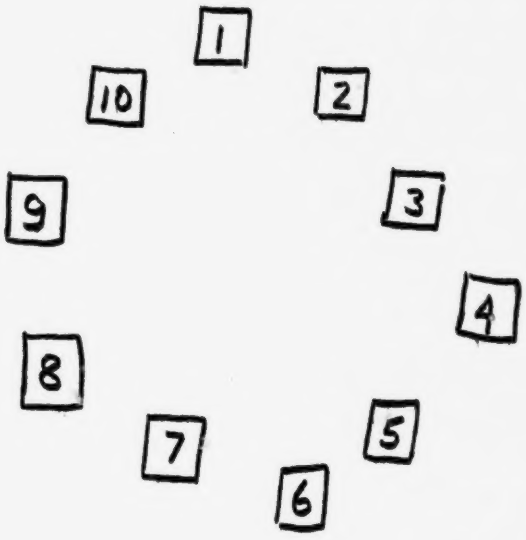

2 +6
3 +4
2 +7
7 +2
5 +1
1 +5
6 +2
3 +4
4 +3
4 +4
6 +3
4 +3
7 +3
3 +5
5 +5
5 +6
3 +7
3 +6
6 +5
3 +1

Number Game

Aim: To strengthen numbers

Materials: 9 x 9 floor tiles and paint

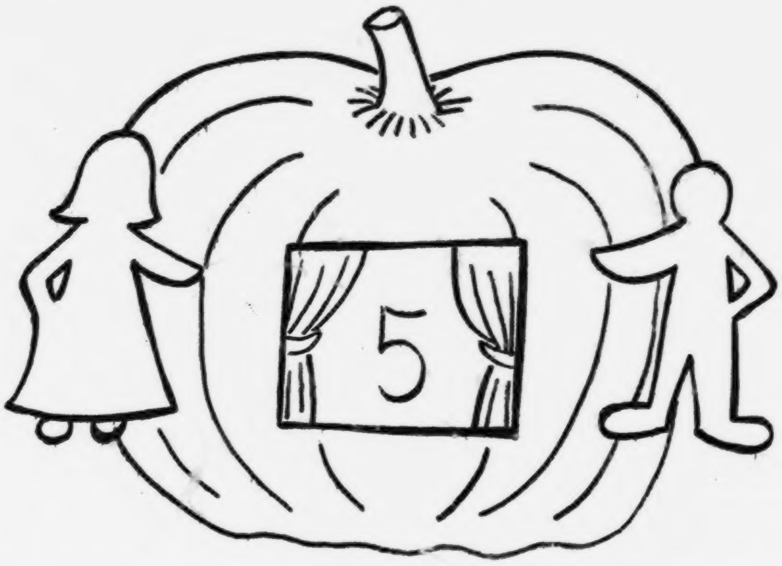
Procedure: Paint numbers from 1-10 on the tile. Place tile in a circle on the floor. Let each child stand on a number. Play music and have the children move in a circle. When the music stops each child is to call off his number. If he does not know it, he leaves the game. Continue until only a few are left.


1
2
3
4
5
6
7
8
9
10

Peak in my Window and Learn

Aim: To teach numbers and words

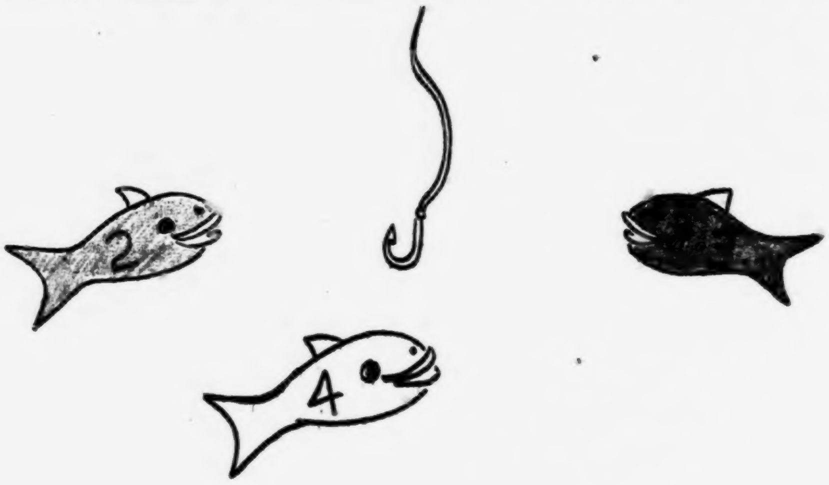
Procedure: Make a simple Pumpkin house of tan tagboard. Cut a window as shown. Paste on outline figures of Peter Pumpkin Eater and his wife. Make a color wheel and a number wheel. Attach either one with a brass fastener. Turn the wheel to change window views.



Fishing for Numbers

Aim: To strengthen numbers

Procedure: Cut several fish about 6" long from tagboard or construction paper. Number each fish on one side and attach a paper clip, safely pin, or hook onto its back. Decorate a box and place the fish (number side down) in this lake. Tie a string to a yardstick, pointer, or tree branch, and attach a hook to the string. Have the children catch fish and identify the numbers. If you cut the fish from various colored paper, the children can also identify the colors.



Number Family

Aim: To learn numbers in sequences

Procedure: One child says, "I'm Mrs. Three (or any appropriate number). Where are my children?"

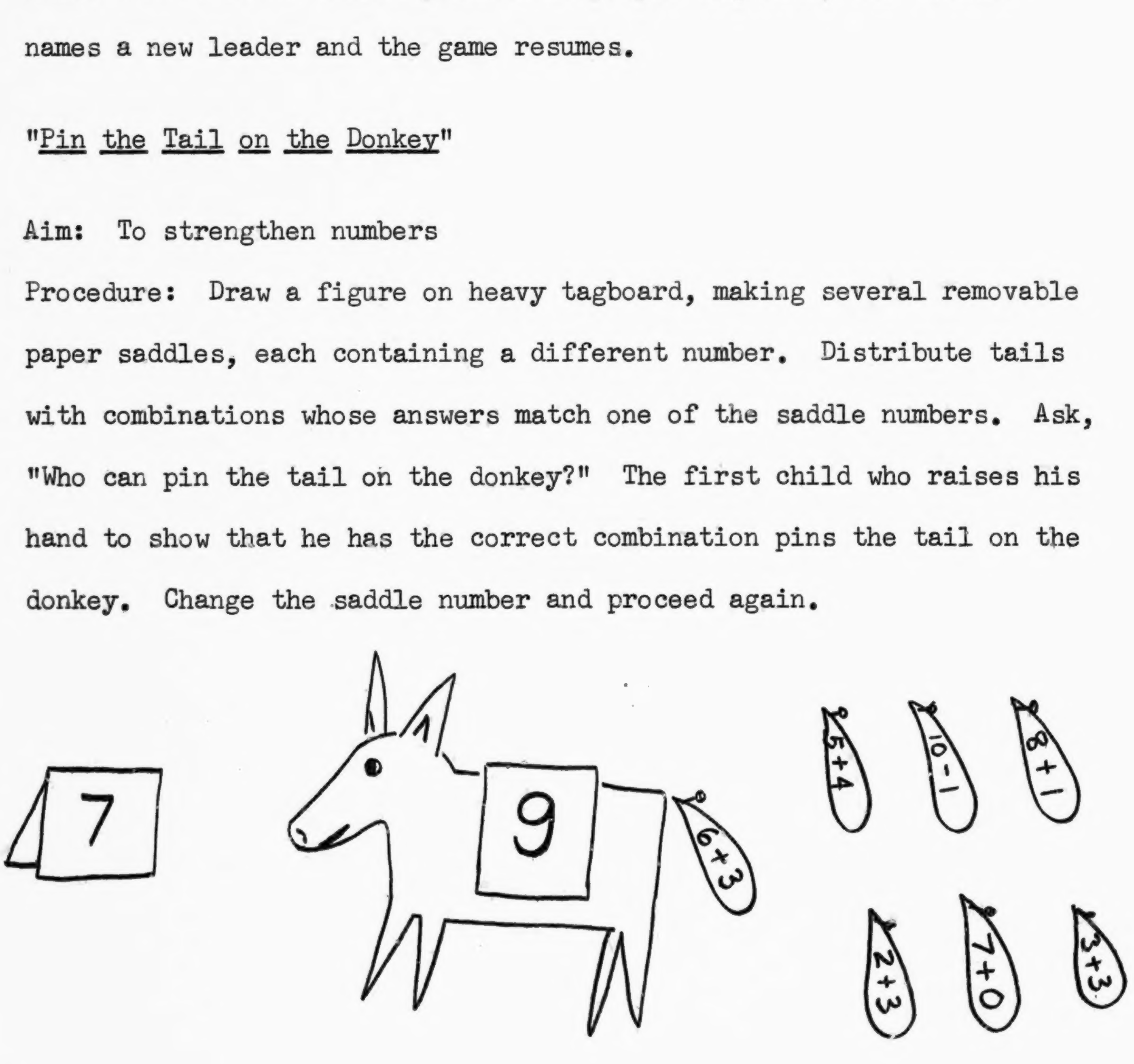
Another child answers, "I'm one." She joins mother. Second child says, "I'm two." She joins the mother. This forms the family.

If no mistakes are made by the children joining a family, the last child to join the set (family) becomes the new leader, calls out a new number, and the game goes on. If a member of any family makes a mistake or cannot proceed in proper sequence, the teacher names a new leader and the game resumes.

"Pin the Tail on the Donkey"

Aim: To strengthen numbers

Procedure: Draw a figure on heavy tagboard, making several removable paper saddles, each containing a different number. Distribute tails with combinations whose answers match one of the saddle numbers. Ask, "Who can pin the tail on the donkey?" The first child who raises his hand to show that he has the correct combination pins the tail on the donkey. Change the saddle number and proceed again.



Fractions

Aim: To make fractions more understandable

Procedure:

1. Cut into halves, thirds, and fourths such items as apples, oranges, bananas, pieces of paper, ribbon, string, or lumber. Cut carefully and call attention to the fact that certain fractional parts are equal size. There is no such thing as "the larger half."

2. Show simple fractional parts of groups of such items as children, chalk, erasers, tables, books, blocks, or sticks.

3. Show egg cartons with parts of a dozen.

4. Pour water from one graduated glass measuring cup to another to show common fractional amounts used when cooking or mixing paints or sprays.

5. Discuss values of coins as fractions of a dollar.

6. Place sand into several cardboard ice cream cartons so that you will have items of the same size but of different weights----$\frac{1}{2}$ lb., $\frac{1}{4}$ lb., 1 lb., etc. Fasten lids securely with tape and let the children handle and get the "feel" of the various weights.

Confusing Clock

Aim: A poem to help you as you teach time-telling

Telling time is hard to do--
   Confusing as can be.
The large hand points to six
   And yet it's half past three!

Ten after! What is that?
   I don't know. Do you?
The large hand is not on ten;
   It's pointing right at two!

Twenty after! How very strange!
   The large hand's toward the floor.
There is no twenty on the clock.
   The large hand is at four.

Five after one! How very odd!
   Both hands are on the one;
They overlap for just a bit.
   Beside the five, there's none.

Quarter of! The large hand is at nine
   Quarter after! It's at three
The large hand does the queerest things.
   It's strange as it can be.

Twenty of! What's this?
   The large hand is at eight.
I wonder how I can find out
   If I'm early or I'm late.

With its "ofs" and "afters"
   How confusing a clock can get!
But in spite of large and small hands
   I'll learn to tell time yet!

SCIENCE

Melting Snow

Procedure: Some morning the children may look out the window and exclaim, "It's snowing!" This is the time to explore this phenomenon of weather. For the young child, learning in science is a form of play. Young children enjoy playing with snow. This play can be directed into worthwhile learning. Bring a basin full of snow into the classroom and let everyone have a chance to play in it.

A trip outdoors during a snowfall is always in order. Take along materials for observation--a dark flannelboard or a piece of black construction paper, and a hand lens. They should be very cold.

When the children return to the classroom, start with a question. What is snow? How can we find out? Through class discussion encourage the children to formulate experiments with the snow. What happens when we squeeze the snow in our hands?

Fill a glass jar with the snow. Allow it to melt. How long does it take? How much water does a jar of snow make? Call attention to the dirt that is found in the water. The teacher may further question, "Where did the dirt come from? Do you think that it is good to eat snow?"

Study of Air

Aim: To develop concepts of air.

Procedure:

1. Run fast, and let a piece of paper stick to their tummy, because the air holds it there.
2. Blow up a balloon or paper bag. Listen to the sound of the air escaping.
3. Construct a pinwheel or windmill to show how air turns the wheel.

4. Make a parachute by tying short lengths of string to an eraser or other small weight.
5. If a book is placed on an empty paper bag, and then the bag is blown up, the air will lift the book.
6. A sheet of paper falls slowly, but it is crumpled, the same paper will fall more rapidly.
7. A feather or a bit of paper placed on the lid of a tin can will fall rapidly, for the lid displaces the air, but by itself, a feather is supported by the air and falls slowly.
8. If a glass containing dirt is filled with water, bubbles will show that the soil contains air.
9. If a glass of water is placed in the direct sunshine, some of the air dissolved in the water will become visible as escaping air bubbles.

Study of Sound

Aim: To show that air carries sound.

Procedure: Place an alarm clock on a piece of felt on the receiver of an air pump. Set the alarm clock to ringing, and cover it with a bell jar, being careful that the clock does not touch the glass. Notice the sound. Pump the air from the jar and notice that the sound gradually dies away. Let the air into the jar again and notice that the sound is again heard and continues to grow louder as more air goes into the jar.

Study of Sound

Aim: To prove that striking a metal object creates sound waves.

Procedure: Get a tablespoon and a piece of string about five feet long. Tie the middle of the string tightly to the handle of the spoon. Hold one end of the string inside each ear with your finger, and let the spoon hang down freely.

Now swing the spoon gently and let it strike against a table or chair. The sound is surprisingly loud and clear, just like the tone of a church bell.

Your Pulse

Aim: To experience visually the pulse.

Procedure: Stick a match on the point of a thumbtack. Stand the head of the tack on your pulse and the head of the match will bow solemnly each time your pulse beats.

Study of the Sun

Aim: To show that the sun is hot.

Procedure: Hold a reading glass so that the sun can shine through it. Then lay a piece of paper on a pan so that the sunlight comes through the glass and strikes the paper. Move the glass until the sunlight makes a very bright spot on the paper. Keep moving the glass until the spot gets very small. The paper will soon get very hot. It will get so hot that the paper burns. (Wood shavings may also be used.)

Aim: To see how sap rises.

Procedure: Fill two glasses half-full of water. Put red cake coloring in one glass and blue in another. Split a fresh stalk of celery part way and place one end in the water of one color, then set the other end in water of a different color. Notice how the leaves become tinted.

Growing Things

Aim: To grow carrot foliage.

Procedure: Carrot foliage will add interest to a science corner. Cut a three or four-inch stump from a large carrot. Hollow it out leaving about 3/8" on the sides and an inch at the bottom. Insert a wire in the sides for hanging and fill the hollow with water. The leaves will begin to grow, curling around the sides and forming an interesting foliage. It also illustrates the fact that the plant stems always grow up.

Invisible Writing

Procedure: Simply dip a clean pen into vinegar and write a message on a sheet of heavy writing paper. Dip the pen often in order to make a good heavy line. The "ink" will soon dry, leaving no trace.

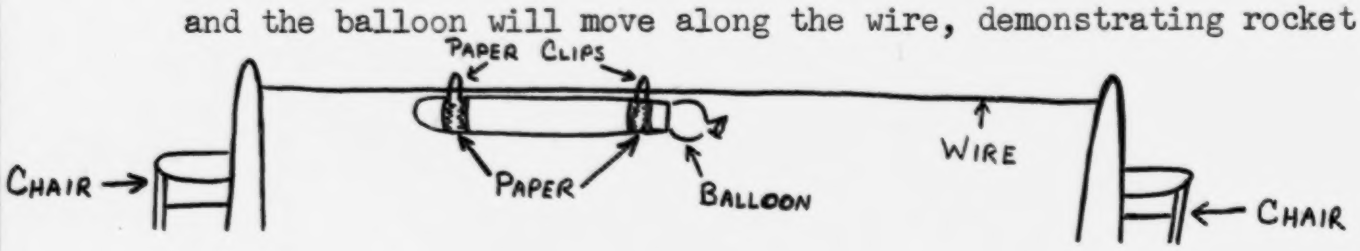
To bring out the writing again, hold the paper an inch or two above a candle flame, moving it back and forth so that the heat is not too strong in any one place. Soon the writing will appear, traced in dark brown. For safety, work over a metal table-top or the drainboard of the sink.

The result you obtained depends on the fact that a material must be raised to its kindling temperature in order to make it burn or char.

How Rockets Work

Aim: To prove the force of ejection is so great that a rocket moves in the opposite direction.

Procedure: Put a piece of tape around the end of a balloon and fasten a paper clip to it. Put a collar of tape around the neck of the balloon and fasten a clip to this. Stretch a piece of wire about ten feet long between two chairs. Hook the clips over the wire. Blow up the balloon. Release and the balloon will move along the wire, demonstrating rocket action.



Aim: To show that air is necessary for a fire to burn.

Procedure: Stick a lighted candle to a glass plate on a table. First, put a glass chimney over the candle. Let the chimney rest on some sticks so it isn't touching the plate. See what happens to the flame. Next, remove the sticks, so the chimney is on the glass plate. Watch the flame of the candle again. Finally, put a glass plate on top of the chimney. Watch the flame. What happened in all three experiments?

Aim: To show that roots grow toward water for plant survival.

Procedure: Plant soaked seeds near the center of the top of a glass box filled with sawdust which has been moistened in one end of the box and not moistened in the other end. The timy roots will grow downward and turn towards the moistened end.

The Thermometer

Aim: To introduce the thermometer and to prove how a thermometer shows the temperature of the weather.

Procedure: Look at a thermometer. Find the colored line. See how high it is in the glass. Touch the ice and feel it is cold. Put the thermometer into the ice. Watch the line in the tube on the thermometer go down. Now touch the warm water and feel it is warm. Put the thermometer into the warm water. Watch the line in the tube go up. Move the thermometer about the room near an open window, near a stove, etc., to find the parts of the room that are warmer and cooler.

Aim: To show that air has weight and how airplanes fly.

Procedure: Take a glass tumbler full of water to the brim. Place a piece of cardboard or stiff paper over the top of the glass, and hold it there. Suddenly turn the glass upside down, and take your hand away from the paper. The paper will stay in position and the water will not fall out of the glass. The air is holding the paper up, and no air is in the glass to push it down.

Aim: To find out how the colors that sailors wear helps them keep warm or cool.

Procedure: Find two tin cans the same size. Put some ice cubes into one can.

Put the same number of cubes into the other can. Wrap one can in a black cloth. Wrap the other one in a white cloth. Place both cans outdoors in the sunshine. Look at the ice in each can every hour. The ice in the can wrapped in black cloth melts faster than the ice in the can wrapped in the white cloth.

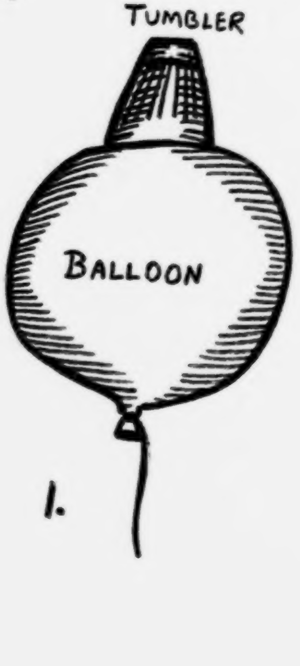
Aim: To make a hydrometer to show how dense a liquid is.

Procedure: Stick a thumb tack into the end of a pencil This weights the pencil so that it will float with the point upward. Make a mark on the side of the pencil where the water line comes.

Float the same pencil in a glass of strong salt water and notice that it rides higher. This is because salt water is more dense than plain water. In doing this experiement, you are really making an instrument called a hydrometer. It tells how dense a liquid is.

Aim: To show effect of compressed and expanded air.

Procedure: Blow up a balloon and tie with string. Steam the inside of the tumbler one minute. Put the tumbler quickly over the bottom of the balloon and hold it there. The air in the balloon will expand it into the tumbler. You can then support the tumbler by means of the balloon and the cord.



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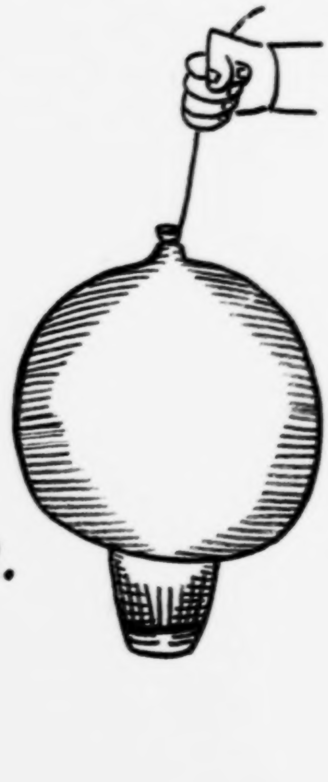
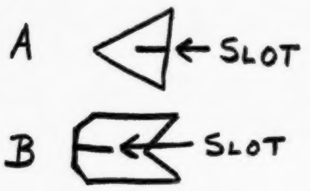
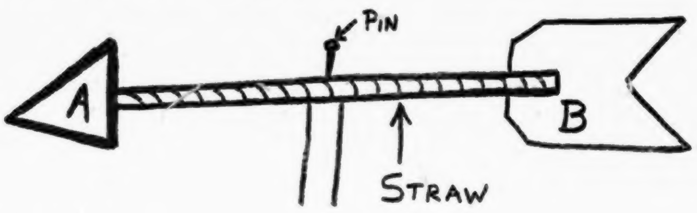


2.

Aim: To show wind direction

Procedure: Cut the two strips of paper into shapes A and B. Cut slots in the end of the straw. Slide pieces A and B into the slots. Push the pin through the center of the straw and then into the pencil eraser. Wiggle the straw a very tiny bit, so it can turn easily around the pin. Hold it above your head. The wind will cause it to swing into position pointing in the direction from which the wind is blowing.





Aim: To show water evaporation.

Procedure:

1. Put a shallow pan of water in the sunshine and watch it disappear.
2. Wash the blackboard and watch the water disappear.
3. Let the children wash their hands, and watch the water vapor disappear.
4. Fill three containers of various shapes and sizes with water. Leave the containers on the window sill for several days. Which container evaporated first?
5. Wet two identical paper towels. Then crumple one into a ball, and spread the other out to dry. Which one dried quickest?
6. Place two wet towels of the same fabric and size out to dry. Put one in the shade and one in the sun. Which one dried the fastest?

Aim: To show that plants need water.

Procedure: Take two stalks of crisp celery. Put one stalk in water Put the other one beside the first, but don't give it any water. Look at both celery stalks after 24 hours. What difference is there?

Aim: To help show what makes night and day.

Procedure: Use a globe for the earth. With chalk, mark an X on the spot where you live. Now darken the room. Use a flashlight for the sun. Shine the flashlight on the globe. Is the globe all lighted? Look closely and you will see that only one side of it is lighted. The other side is dark. Only half of the earth is lighted by the sun at one time. This half has daylight. Turn the globe slowly (as the sun rotates), and watch the X to see what happens as the earth turns.

Gas, Liquid, Solid

Aim: To help children experience the three states of matter.

Procedure: Boil a small quantity of water in a teakettle. As soon as the water begins boiling, hold a cold glass near the spout of the teakettle. What happens to the glass? Continue boiling the water until the teakettle is dry. Discuss what happened to the water.

Then place a little water in the bottom of an empty milk carton which has been cut into fourths and freeze. Notice how much ice there is. Now let the ice melt. How much water is there?

Take the temperature of water in the room. Then take the temperature of boiling water. Take the temperature of ice. Record these temperatures on the chalkboard. Discuss how temperature changes.

Study of Water Evaporation

Aim: To discover that water evaporates faster in a warm place; and that air is necessary for evaporation.

Procedure: Take three tumblers the same size and shape. Fill each one with water. Put one in a cool closet, another where it is warm, and put a tight-fitting cover on the third. Put this in a warm place, too. After 24 hours, look at the tumblers of water. Which one has lost the most water? What happened to the one with a lid on it?

HEALTH

Hang a mirror at child's level in your classroom. More pride in appearance is developed.

Smiles

Aim: To realize the importance of clean white teeth

Procedure: Give each child a magazine and instruct them to find as many pictures of people smiling as they can. Help them cut out the pictures and paste them on a big piece of colored (preferably red) paper. When a lot of pictures have been pasted, print a sign over it saying "This Is Our SMILING Poster". Every time they look at it they will think how pretty a nice smile and teeth are to see.

Dental Health Bird Club

Aim: To learn how to brush teeth properly

Procedure: One learns to brush his teeth the way they grow, down on the uppers, up on the lowers. After bringing brushes to school and demonstrating their skill, have each child cut out a bird shape, write his name on it, and pin it to a cut-paper bird feeder. This makes each child a Dental Health Bird Club member. In addition to being a health education tool, this is also a language arts lesson since there is discussion and writing on tooth care and identification.

Activities for Physical Fitness

Windmill

Aim: To develop back muscles, generally losen the body, and stretch lateral trunk muscles

Procedure: Standing position, feet apart, arms sideward shoulder high. 1. Bend and turn trunk, left hand touching right foot. 2. Return to standing position. 3. Bend and turn trunk, right hand touching the left foot. 4. Return.

Fox and Squirrel

Aim: To develop ball handling, mental reaction to a situation, and concentration

Materials: A 5" playground ball and an 8" playground ball

Procedure: The class forms a circle with the players close enough so that they can easily hand the balls to one another. A player on one side of the circle is given the 8" ball (the Fox); a player on the opposite side is given the 5" ball (the Squirrel). On a signal, the balls are handed from player to player around the circle, the Fox trying to catch the Squirrel. If a child drops a ball, he must get it, return to place, and pass the ball from there. The fox may change direction only to avoid being caught. (It would probably be a good idea to have the balls going in the same direction the first time this is played, and then after the children become more efficient, the Fox can change his direction.)

Comments

1. Emphasize the fact that the balls are to be handed from one player to another, not thrown.
2. Each player should be certain the person has gained possession before he releases it.
3. The children should pay close attention to the movement of both balls.

Safety Poem

Aim: To emphasize safety

Stop shines red.
Go is green.
Get ready, yellow
Comes in between.

Watch for cars!
Obey this rule,
And you'll arrive
Safe for school.

Breakfasts

Aim: To demonstrate why breakfasts are important

Materials: None

Procedure: Role Playing. Pupils may volunteer for three roles. Listless Larry goes out of the room, while the teacher explains the roles to Lively Lynn and Vivacious Vivian. The scene is the morning recess when the three pupils will be playing together. The two girls have eaten balanced breakfasts; they feel well, energetic, and happy. Listless Larry never eats breakfast and feels just the opposite. Lynn and Vivian must discover why Larry does not eat breakfast, and try to help him understand the importance of doing so every day.

Lynn and Vivian are sent out of the room, and Larry returns. Then the teacher explains his role to him. The girls are recalled and the role playing begins. As the scene unfolds, each child spontaneously creates his own dialogue.

Guess Who and Guess What

Materials: None

Activity: Children usually like the challenge of making and guessing riddles. This activity could begin with a riddle presented by the teacher.

GUESS WHAT: I'm the silent policeman of highway and street;
My signals guide cars and moving feet.
My three different colors all shine so bright
As I stay at my post day and night. (Traffic Light)

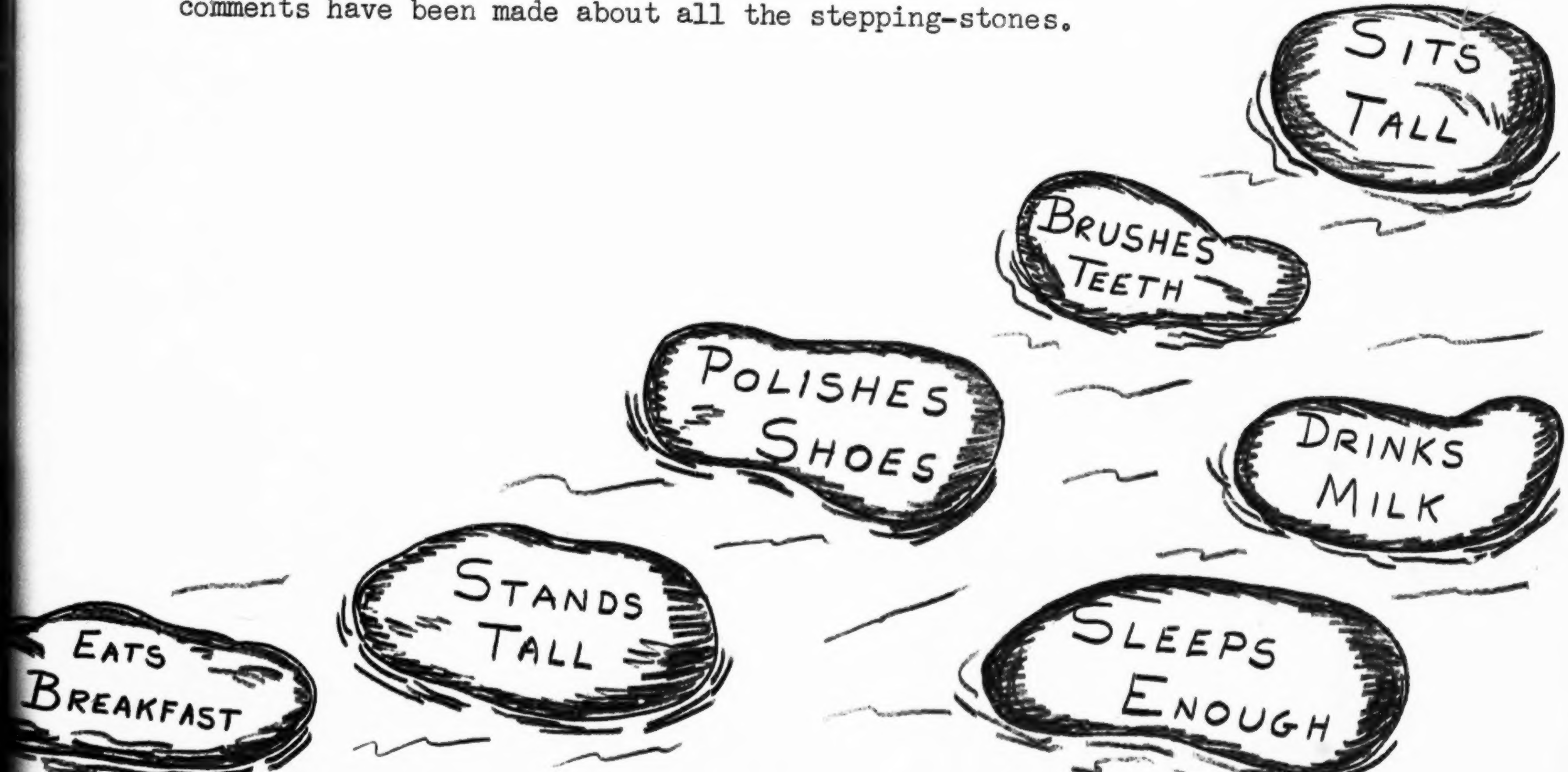
Usually I'm red, though sometimes I'm yellow;
I have eight sides, and I'm a one-word fellow.
I stand in places where I can easily be seen
What do you think I always mean? (Stop)

GUESS WHO: He's our friend, and we should never fear:
When he is needed, he is near.
He wears a badge and is usually dressed in blue.
Who is he, and what does he do? (Policeman)

Happy Health Tour (marching)

Materials: Stepping-stones made of tag-board or cardboard bearing inscriptions of good health practices. The stones may be placed to resemble a walk on the floor of the classroom or gymnasium.

Activity: The children line up to march, and the teacher tells them that they are to touch each stone as they walk along. The marching begins with piano or recorded music. At intervals the music is stopped. The teacher asks the child to make a statement which would explain the importance of the health message written on the stone on which he is standing. This continues until comments have been made about all the stepping-stones.



MUSIC

(Songs)

"Sing Me Your Name"

Aim: To get acquainted

Procedure:

Sing me, sing me, sing me your name (teacher says this)

Kathy, Kathy, Kathy is my name (pupil replies with his or her name, and then you go on to the next child)

"Action Song"

Aim: To teach co-ordination, rhythm, and singing

Two little feet go tap, tap, tap.
Two little hands go clap, clap, clap.
Each little child leaps up from his chair,
Two little hands reach high in the air.
Two little feet go jump, jump, jump.
Each little child turns round and round.
Then each little child sits quietly down.

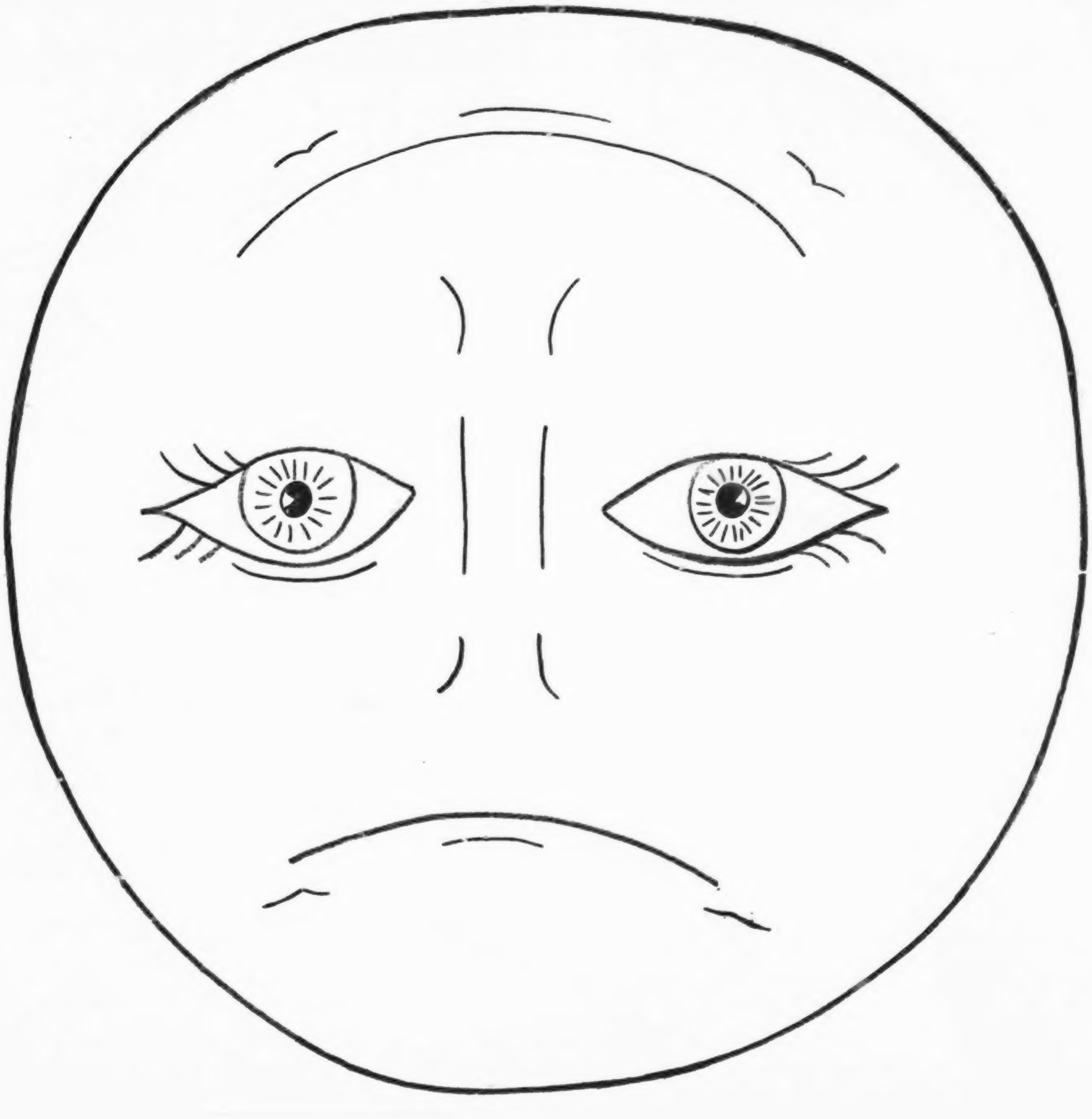
"Happy Face"

This song is presented with a face drawn on a paper plate or a big circle. Hold the plate with the frown turned up, then turn it quickly on the second line to the smiling face.

(Tune to Jimmy Crack Corn)

If you chance to meet a frown,
Do not let it stay! (turn the face)
Quickly turn it up side down,
And smile that frown away.

No one likes a frowny face,
Change it for a smile.
Make the world a better place
By smiling all the while.



HALLOWEEN SONGS

(Tune to "Farmer In The Dell")

The goblins in the dark, the goblins in the dark!
Hi Ho on Halloween, the goblins in the dark.

The goblin calls a witch, the goblin calls a witch.
Hi Ho on Halloween, the goblin calls a witch.

The witch calls a bat, the witch calls a bat,
Hi Ho on Halloween, the witch calls a bat.

The bat calls the cat, the bat calls the cat,
Hi Ho on Halloween, the bat calls the cat.

The cat calls the rat, the cat calls the rat,
Hi Ho on Halloween, the cat calls the rat.

The rat calls the ghost, the rat calls the ghost,
Hi Ho on Halloween, the rat calls the ghost.

The ghost says Boo! The ghost says Boo!
Hi Ho on Halloween, the ghost says Boo!

(Tune to "Ten Little Indians")

One little, two little, three little witches
Fly over hay stacks, fly over ditches,
Slide down the moon without any hitches.
Hi Ho Halloween's here.

Stand on your head with a lop sided wiggle,
Tickle your black cats till they giggle.
Swish through the air higgle-de-piggle
Hi Ho Halloween's here.

(Hand movements can be used with this song)

THANKSGIVING SONGS

(Tune of "The Mulberry Bush")

1. This is the way the Pilgrims walk, Pilgrims walk, Pilgrims walk!
   This is the way the Pilgrims walk, Thanksgiving Day in the morning.

CHORUS
Let us be glad and gay today, gay today, gay today!
Let us give thanks and pray today, Thanksgiving day in the morning.

2. This is the way the Indians dance, Indians dance, Indians dance!
   This is the way the Indians dance, Thanksgiving day in the morning.

3. This is the way the turkey struts, turkey struts, turkey struts!
   This is the way the turkey struts, Thanksgiving day in the morning.

4. This is the way we all give thanks, all give thanks, all give thanks.
   This is the way we all give thanks, Thanksgiving day in the morning.

The Turkey in the Oven

(Tune of "Farmer in the Dell")

1. The turkey in the oven,
   The turkey in the oven!
   Smell oh, smelly oh!
   The turkey in the oven.

2. The turkey gives the gravy,
   The turkey gives the gravy,
   Smell oh, smelly oh!
   The gravy rich and brown.

3. The gravy takes potatoes,
   The gravy takes potatoes,
   Smell oh, smelly oh!
   Potatoes mashed and shite.

4. And then comes the mince pie,
   And then comes the mince pie,
   Smell oh, smelly oh!
   Oh my, oh my, oh my, oh!

5. But we are simply starving,
   But we are simply starving,
   Smell oh, smelly oh!
   So we will have to go!

Thanksgiving songs (continued)

"Blessing"

(Tune to "Brother John")

God our Father,
God our Father,
Once again,
Once again,
We shall ask our blessings,
We shall ask our blessings,
A----men,
A----men.

CHRISTMAS SONG

"Christmas Round"

(Tune to "Are you Sleeping?")

Bells are ringing; bells are ringing;
Children sing; children sing.
Merry, merry Christmas,
Merry, merry Christmas,
Bright New Year, bright New Year!

Are you sleeping; Are you sleeping;
Santa Claus; Santa Claus?
Merry, merry Christmas,
Merry, merry Christmas,
Bright New Year, bright New Year!

MISCELLANEOUS

What Bugs You?

On days when the children become too restless or quarrelsome, try having a "This Bugs Me" period. Each child tells what bothers him most and what he does to get rid of his anger.

This effective device is enlightening both to the teacher and to the children.

Transparency Color

Are you tired of having the same clear background on your transparencies for the overhead projector? After you have mounted the prepared transparency in a frame, tape a piece of colored cellophane onto the back so that it covers the entire transparency.

Now your design can appear on a bright red, blue, green, lavender, or yellow background--and very economically, too.

Map Holders

Small fruit-juice cans with bottoms and tops removed make excellent holders for maps, posters, and charts. The rolled items may be inserted for storage and carrying. Attach labels to cans for easy reference.

For maps too big to fit into a can, roll and tie with a pipe cleaner. A twist of the ends fastens or releases them quickly.

Simple Storage System

Here is a neat device for storing large cutout letters for bulletin boards and displays:

Cut off the tops of 24 half-pint milk cartons and staple them together in four rows, six to a row. You now have a separate container for each letter of the alphabet from A through W; X, Y, and Z can go together in the last container.

Storing your letters in these cartons will keep them free of creases or frayed edges and enable you quickly to locate those you are ready to use. And if you will take just a little time at the beginning of the school year to cut out a supply of letters in a variety of colors, you will later find yourself changing bulletin boards with a minimum of effort.

Two Birthday Ideas

1. Each month place in large letters the words "Happy Birthday" high up on the window. Under this put the name of each child whose birthday occurs during that month and the date of the birthday. Change the number calendar the first day of the month.

2. When a kindergartener has a birthday, he becomes an extra special person. He wears a special hat of crepe paper (in the color of his choice) and with a lollipop and a balloon on it which he keeps, of course. Play a birthday record as the "birthday child" leads the class in a parade around the room. During the session, he or she chooses the story, the game, song, and finger play.

The Thinking Place

It is a good idea for a classroom to have a thinking place. For instance, a red rocking chair with a ruffled cushion. One rule should be used pertaining to the "thinking-place"--no one disturbs you, and you don't disturb anyone else. You do not speak to anyone, or listen to anything you don't want to. Allow five minutes in the rocker. However, on special occasions, a little more time might be needed. For example, someone's mother might be in the hospital or maybe twins have been the new addition to someone's family.

Sometimes a child has a problem at home or on the playground to think about. Or, if something in the classroom overwhelms him, the rocker is a place of retreat to muster his forces.

"We Learned Today"

It is discouraging to everyone when a child tells parents he has learned and done nothing in school today. Put a remembering device beside the door--a bigger than life-sized clown with up-stretched arms. Each day as you are lining up, the class should choose what he should hold in his hand--a painting, a drawing, or written work. As you pin up the work, briefly discuss the day's achievements. The time taken by this device is usually less than two minutes. It keeps down the noise and confusion, and sends everyone home with today's accomplishments.

Helper Clown

On an extra-large paper bag, draw the full-length figure of a clown, and staple a small paper sack to each hand. Hang the clown on a wall near your desk. Put slips of paper with each child's name in one sack. As helpers are needed, a name is drawn from one sack and placed in the other sack. When one sack has been emptied, start using the other one.

Helpful Hints

"Things to Save":

1. Baby food jars
2. Soft margarine containers
3. Egg cartons
4. Oatmeal boxes
5. The inside rolls from paper towels and toilet paper.

Use Polymer Medium to coat your bulletin board figures, art figures, etc. This is a plastic coating that is washable.

GAMES

Rhyming Names

For the beginner, remembering everyone's name is quite a task. To help the process, try this idea. Make up simple rhymes using the children's first names, and then use them in daily roll call.

"Paul, Paul, bounced his ball."
"Mark, Mark, played in the park."
Later you can make rhymes with the last names.
"Barbara Attridge crossed the bridge."

If any child has a difficult name for rhyming, give him a special name as a starter. He will welcome the distinction. Later, children will be rhyming each other's names.

Rainbow Badges

Rather than using wall charts for achievement recognition in the first grade, the following idea has been found to be effective.

When a child can recognize all the colors, he is given a small rainbow badge of colored paper to pin on him and wear home to keep. For learning his address, he receives a small paper-house badge with his address on it. A telephone dial with his phone number indicated he knows the number. Other accomplishments also rate suitable badges. Parents are pleased for they have immediate evidence of the accomplishments of their children.

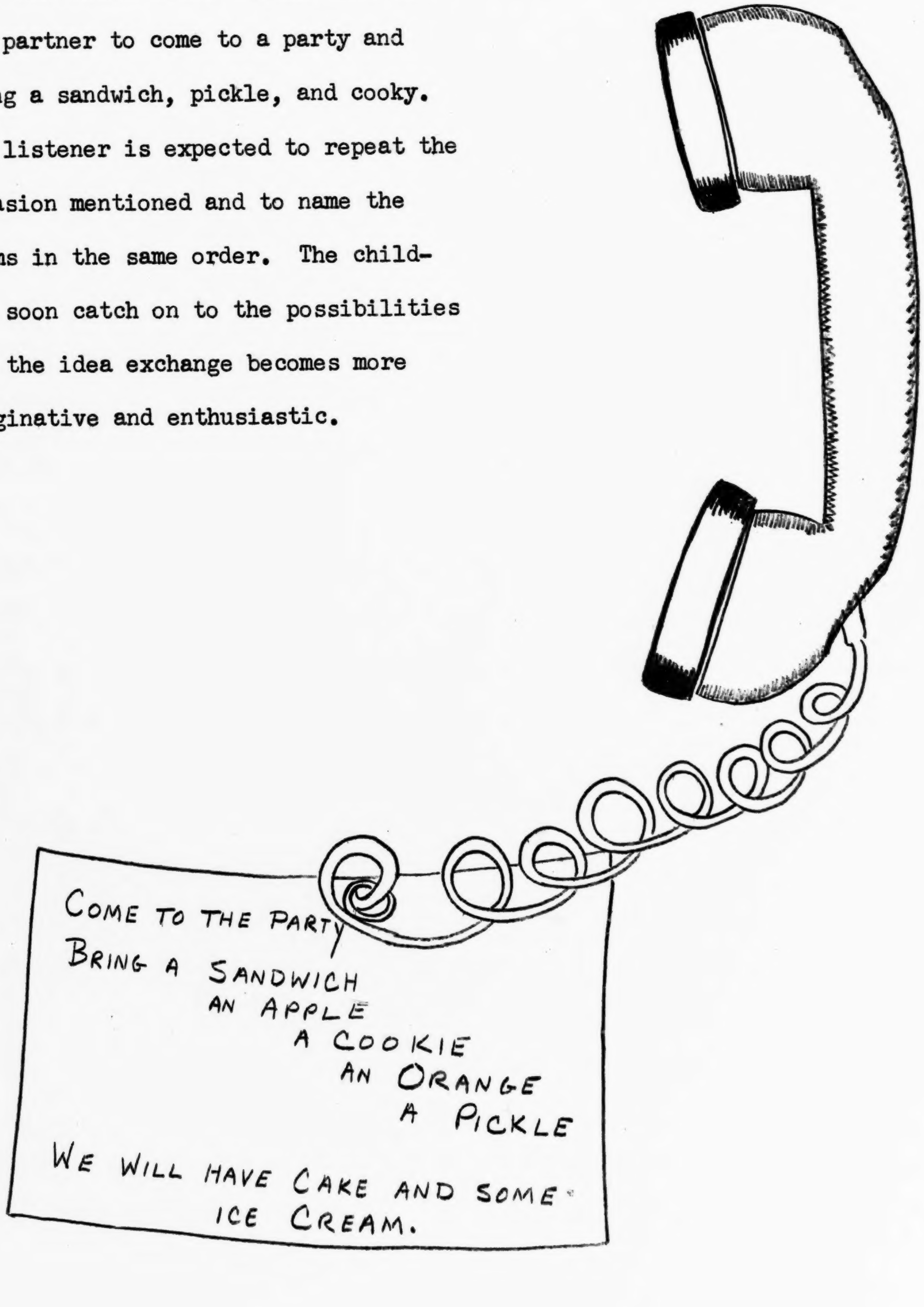
Crossing Traffic

Everyone stands in a single circle and faces the center. Give a beanbag to two players on opposite sides of the circle. On signal the boys and girls pass the bean bags around the circle--one going to the left and the other going to the right. If one of the players has the two beanbags come to him at once, one point is scored against him. Players with no points or the least points when time is called win the game. The teacher keeps score or each player notes the points scored against him. (This game can be played indoors or outdoors.)

Telephone Game

For preschool-kindergarten children, the telephone may be off limits at home but not in the classroom. Play-phone games stimulate purposeful conversations and improve speaking, listening, and memory skills.

One child calls another and asks his partner to come to a party and bring a sandwich, pickle, and cooky. The listener is expected to repeat the occasion mentioned and to name the items in the same order. The children soon catch on to the possibilities and the idea exchange becomes more imaginative and enthusiastic.


COME TO THE PARTY
BRING A SANDWICH
AN APPLE
A COOKIE
AN ORANGE
A PICKLE
WE WILL HAVE CAKE AND SOME ICE CREAM.

INTERMEDIATE SECTION

(4-6)

LANGUAGE ARTS

Sentence Races

Aim: To teach the child to write correctly

Procedure: Form two teams. The first player on each team walks to the board and writes a word. Each member follows and adds a word until the last player is finished. The team that completes an intelligent sentence wins the game.

Aim: To teach opposites

Procedure: The leader calls a word that has an opposite. If the first player calls the correct answer, he scores one point. This may also be used as a paper and pencil game, in which case each player would be given a list of words with instructions to write the opposites beside their respective words.

Suggested list:
Tall-short
fast-slow
strong-weak
sick-well
fat-thin
big-little
clear-cloudy
loud-quiet
gay-sad
hot-cold
sweet-sour
wet-dry
love-hate
hard-soft
sharp-dull

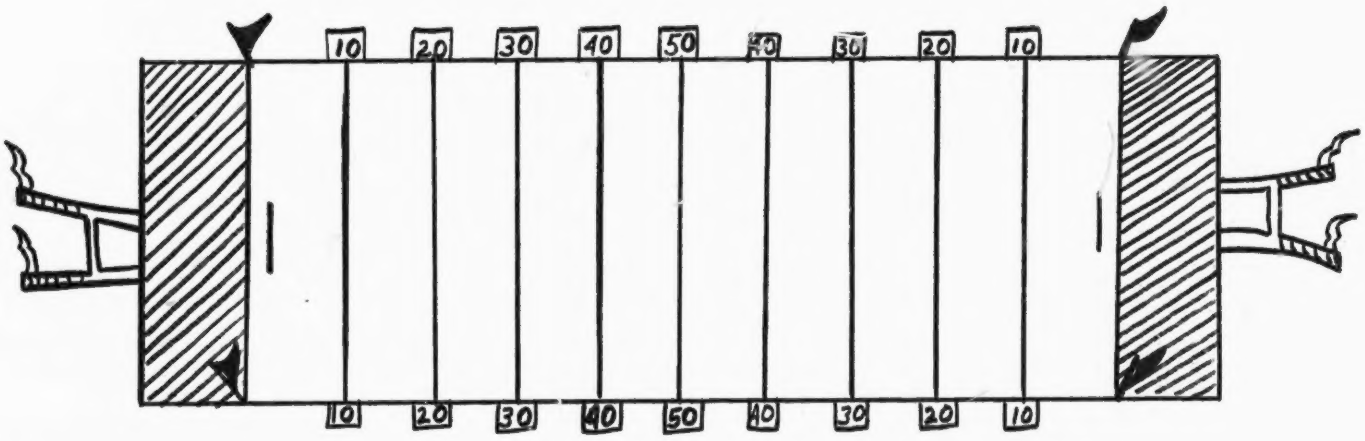
Spelling

Aim: To teach spelling

Football Game

Procedure: Mark off a sheet of paper like a football field. Give out words in groups or spelling words. As the child pronounces his word or spells it he moves forward 10 yards. If he misses, he moves backward 5 yards.

Football Game (continued)



Spelling Charade

Procedure: The words of the week's lesson are put on the board. From this list the children will choose their word to act out. One child comes to the front of the room and acts out his word. The word may be a word like the front of the room and acts out his word. The word may be a word like jumping or running. The child to guess the word may then come to the front and act out his word.

Alphabet Soup

Procedure: Write each letter of the alphabet on an individaul slip of paper. (Do this seven times for an average sized class.) Place all the letters in a box. From this box have each pupil draw six letters without looking at them. Each pupil should use as many of his letters as he can to make a word. Set a time limit for making the words. Then have each pupil tell the class the letters he drew and the word he made. Ask if anyone else can make a longer word with these letters.

Make a Flower

Procedure: Draw outlines of flowers on large sheets of paper. Make the sections of the stem, the leaves, and the petals separately. Divide the class into teams and give the teams words to spell. When they spell a word correctly, they may add a part to their flower. Whichever team completes its flower first wins the game.

Make a Word

Procedure: Write vertically on the board the first and last letters of the new words for the week. Use short rules to indicate missing letters. Let individual pupils fill in the missing letters. The game may be extended by letting them write other words beginning and ending with these letters.

Balloon Man

Procedure: Make two balloon men on large poster sheets. Have them holding an equal number of construction-paper balloons. Divide the class into two teams. Pronounce words alternately to the team members. If a pupil misses a word he "bursts" a balloon. The misspelled word should be written on the balloon and given to him. The team having the balloon man with the most balloons wins the game.

Detective

Procedure: One pupil is chosen as the detective. He selects a secret word from the week's list and gives clues about the word until a classmate discovers what the secret word is. This child becomes the detective and the game continues. Encourage the use of phonetic clues and interrupt the game when phonetic or structural misunderstandings become evident.

Aim: To create descriptive writing

Procedure: Let TV and radio commercials and the ads in newpapers and magazines sell your pupils on the value of learning to write more skillfully. Make them ad-conscious by asking for printed examples which appeal to them individually. What is the appeal? Is it color photo arrangement, descriptive writing? Which commercial makes them listen? What words had the punch?

Search out examples of interesting word usage. For example: similes (vivid as the glowing sunset; fresh as the morning dew); slogans (You're in the....generation; Join the....rebellion); imagery (dragged fresh and crackling out of ice; a tantalizing, fragrant aroma that clings to you).

Promote practice in descriptive writing by having each child write word pictures of favorite products--as many phrases or words as possible.

Some children may want to originate products and design ads, but stress the importance of vivid language as a means of selling them.

Reading

What is Thin?

Aim: To stimulate ideas of imagination, dramatics, rhythms

Procedure:

Do you know what is thin? Let's see
How many thin things there can be!
A mouse's tail is long and thin;
So is a nail; so is a pin.
A blade of grass--sweet smelling
    green--

What is Thin? (continued)

Is thin and so is a string bean.
An earthworm digging in the ground
Is sometimes thin and also round,
A pencil and a flower stem
Are thin, so let's count them
A stick of candy, red and white,
The string upon your sailing kite,
The whiskers on a dog or cat,
A tall brown feather on my hat,
A needle and a length of thread,
A cool, thin sheet upon the bed,
A bit of paper, yard of silk,
The straw through which you
drink your milk,
A bow that plays a violin--
Yes, even people can be thin!
And now that I have started in
To mention some things that are
thin,
Let's all play this fine game.
How many thin things can you
name?

Comic Capers

Aim: To provide practice in developing sequence

Procedure: The whole class can be involved at the same time, or individuals can play it. Cut apart the comic strips from old Sunday newspapers. Shuffle and put into a labeled envelope the batch of boxes for each trip, (for children in the upper grades, throw in a "sleeper", a box that doesn't fit the particular strip.) A child is given an envelope with instructions to put the boxes in proper story order. One that is finished tells or writes the story he has put together.

Expression in Reading

Procedure: On a sheet of colored construction paper, draw a large stop sign.

Letter the sheet to read,"A Period Says Stop." Appoint a "traffic cop" to give tickets to the children who "run" the stop sign when reading orally. This can be usedvery effectively in remedial reading classes as a means of getting the children to read more expression and meaning.

Our Class Zoo

Aim: To tell animal stories

Procedure: Each person brings to the room at least one picture of some animal. As he pastes it to the tag board which is our zoo, he tells something about the animal.

Sometimes we have several pieces of tag board filled with pictures and we take a walk through our zoo. Sometimes we write a little story about our favorite animal. One time we made silhouettes of some of the animals, and then tried to guess which animal was pictured as each silhouette was held up to the class. Other times we have picked out the different animals which are in the circus.

Telegrams

Aim: To teach the practice of spotting topic words and sentences

Procedure: Use letters written by the class or suitable paragraphs from classroom readings for the activity. Ask the children to rewrite them as though they were telegrams. (Good practice in spotting topic words and sentences.)

Synonym Relay

Aim: To write synonyms

Procedure: List ten or twelve words across the chalkboard. Give the first child in each row a piece of chalk. At the "go" signal, each of these children run to the board and race to write a synonym for one of the words. He then turns his chalk over to the second child in his row and so on, until everybody has had a turn.

Mum - or the Chalk Talks

Aim: To follow directions

Procedure: The signal for the game "Mum" is three taps of the chalk on the chalkboard, and that starts the silent period when the chalk does all the "talking".

Directions or questions are written--a pause for thinking--then the name of the child to respond is written, and the child goes to the board and writes the answer.

Corrections of any errors may be made silently--shake of head, point to error, or write on the board "Help John."

Directions are keyed to recent learnings and may be from any area of class experience.

Reading Problems

Aim: To help in reducing pointing

Procedure: Only a minimum of difficult words should be used. When reading this material, the child may be given a marker to place under the sentence he is reading. If an older child objects to the use of a marker he should be encouraged to frame particular sentences with the forefinger of each hand.

No emphasis should be placed on speed, but the scanning procedure is very helpful in eliminating pointing.

Aim: To plan your reading lesson

Procedure:

I. Do you stimulate the child's interest?
    A. Use pictures.
    B. Relate story to child's own experience.
    C. Give a background to help him understand the study.

II. Do you present new words to be found in the lesson?
    A. Enrich these words and attach meaning.
    B. Have the child analyze new words before reading.
    C. Give special attention to initial and final letters.
    D. Use flash cards.
    E. Provide chance for quick drill and recognition.

III. Do you make oral reading interesting and constructive?
    A. Dramatize.
    B. Read for expression.
    C. Help correct errors on little words and have them read the funny part or the names of the characters.

IV. Do you check for comprehension of all silent reading?

A. Draw pictures to illustrate the point.

B. Matching and outlining and asking questions.

Aim: To recognize consonant sounds

Procedure: Have a relay game to check recognition of special consonant sounds that "blow". Print these words on flash cards: whisper, water, which, want, where, chain, cheese, shoe, shall, thank, think, than, winter, went. At a signal, have two team members run up and select a card. With a basket and a pinwheel in front of the room, direct the children to drop the card in the basket if the word does not begin with a special consonant or to blow the pinwheel if the word has a special consonant sound. Give points for accurate choices.

Aim: To recognize prefixes and suffixes

Procedure: In grades 3 to 6 you could choose several common root words such as graph, phone, and port. Develop the meanings of each root, then build new words from each by adding a prefix or suffix. Pupils should be taught the most common prefixes and the most common suffixes. (Prefixes: Ab-from; ad-to; be-by; com-with; de-from; dis-into; in-not; pre-before; pro-in; front-of; re-back; sub-under; un-not;) (Suffixes: y or ly; ness; ful; less; ion; tion; ation; like; most; ward;)

Aim: To improve creative expression and grammar

Procedure: For the past three years I have been collecting and mounting on construction paper pictures from old magazines involving children and incidents that would stimulate related or vicarious experiences. They will serve a two-fold purpose. While for the children they will be a form of creative expression and corrective measure of grammatical construction; for me, the teacher, the stories originated will prove to be an insight into the thought or psyche promoting a better understanding of each individual in my classroom.

Aim: To develop word recognition

Procedure: On the outline of a fish cut from oaktag, print an eye and perhaps scales, print a word on the body, and place a paper clip for the mouth. Equip a fishing pole with a line and magnet. Children may take turns or have races in fishing, but each must correctly pronounce the word on the fish caught before continuing.

GEOGRAPHY

Indian Pueblo

Aim: To teach the children about the Pueblo Indians

Procedure: In our third-grade room we had a lot of fun building a Pueblo village. Materials that we used included: cardboard boxes of all sizes, powdered tempera, easel brushes, sucker sticks or tongue depressors, construction paper, and gummed tape. Using edges of shoebox covers, good ladders can be produced. For landscaping we used bottle caps in which we put moist clay to hold cactus and shrubs. Pottery and figurines were modeled, glazed, and baked, and then placed on different levels.

Using Hot Roll Mix

Aim: To teach the story of bread, as well as to illustrate the action of yeast.

Procedure: Develop a project in which groups of children make small individual loaves of bread using the host roll mix. We use the cafeteria oven or borrow an electric oven that can be plugged in the classroom. By starting the project as soon as school starts in the morning, I divide the class into four groups and each child has a small loaf or bread to take home or eat at noontime. One mother helps with this project and we plan for it well in advance.

Using the Telephone

Aim: To teach the use of a telephone

Procedure: In a unit on communication in the third grade, my class wanted to know how to use the telephone correctly. Our local telephone company loaned us a kit which contained two real phones, a filmstrip, a movie, a phone directory, and pamphlets on using the phone correctly. When the class saw the filmstrip, the children used the phones along with it. It showed how to dial a phone and suggested practice numbers to use. The movie taught us telephone courtesy.

This kit is available free to all teachers for classroom use. Contact your nearest Bell Telephone Office.

Aim: To teach continents

Procedure: A grapefruit brough to school by the child is useful for teaching the location of the land and water areas on the globe. With colored ink have him outline the continents. Then carefully peel away the skin for the water areas.

Aim: To motivate history in the fifth grade

Procedure: First list on the chalk board in a chronological order the names of the great men to be studied including in the list some who are representatives of national glories and achievements. I pronounce all of the names for the class and let each pupil say which man he wants to study and report on. The pupil's name is placed beside the man's name so that every one can see who is studying a certain man. After reading about the great man, oral reports are given to the class.

Aim: To create a means of motivating geography

Procedure:

1. Read a story about the country to be visited to provoke interest.
2. Let the children hear a speaker who has first-hand knowledge of the country to be studied.
3. Show a film about the country. (If possible, re-show the film on completion of the unit.)
4. Make a field trip which will provide an interest in follow up study
5. Plan an exhibit about the country.
6. A bulletin board of well-chosen pictures will create an interest in a new unit.
7. Teach a song peculiar to the country under study.
8. Let children make an exhibit pertinent to the unit.
9. Let children amake a scrapbook of the country.
10. Color and work on maps. Locate the area under proposed study.

King of "The Great Men in American History"

Aim: To learn about the great men in history

Procedure: To play this game we draw numbers to see who sits on the throne first. This king is seated on the stage and as long as he can answer the questions asked by the pupils he reigns as king but when he fails to answer a question, the child who asked the question becomes king providing he knows the answer to the question he asked.

Make Butter

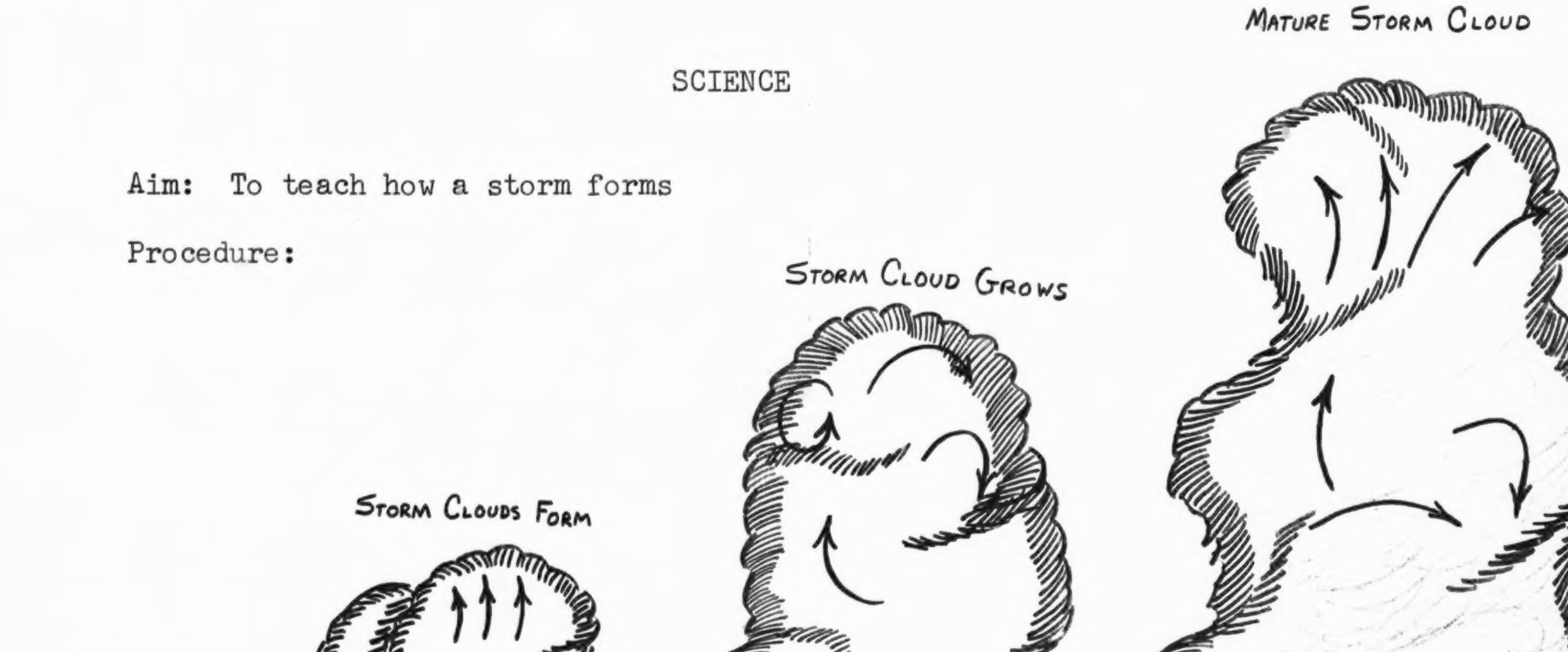
Aim: To teach how butter is made

Procedure: Get cream and put it in a large jar. Let each child shake the jar until butter is made. Wash the butter and add some salt. Have a loaf of bread so that each child may have a slice of bread and butter.

SCIENCE

Aim: To teach how a storm forms

Procedure:


Mature Storm Cloud
Storm Cloud Grows
Storm Clouds Form
Hot Air Rises
Rain
Severe Downdrafts

Garden on a Clinker

Aim: To teach the effect of air on coal, salt and iodine

Procedure: If you burn coal to heat your house, ask your dad to save you a hard clinker about the size of his fist.

Now ask mother to give you a saucer. Rinse off the clinker, place it in the saucer and sprinkle it with salt. Coarse salt is best. Now put a few drops each of liquid blueing, mercurochrome, and iodine on different spots on the clinker. Place it on your dresser and watch for the salt crystals to grow into colored fairy castles.

Aim: To teach how seed and bulbs grow

Procedure: For this science experience we let a quick-growing seed (bean, for example) germinate on damp blotting paper so the children could see the leaves and roots emerge. Also, a glass was filled with soil and seeds planted next to the glass.

In addition, I showed the children a bulb which was cut in two parts. I pointed out the root end, stem end, and bulb scales. We had a flowering bulb in the classroom so the children could watch its progress.

HEALTH

Health on Parade

Aim: To teach good eating habits

Procedure: A parade is fun! After the children gain knowledge of health rules, they will enjoy planning and creating "Health Rules on Parade" in shapes of miniature floats and arranging them in parade formation.

Materials include pasteboard construction paper, aluminum foil, empty food cartons, and colored pictures from seed catalogues.

Each little float can be decorated and should emphasize a definite good health rule. A slogan should be plainly printed on individaul floats. One might be "Drink a Quart of Milk Daily". An empty milk carton can be placed on it. Colored pictures can be made to stand in appropriate places on the floats to add to the meaning of the slogans.

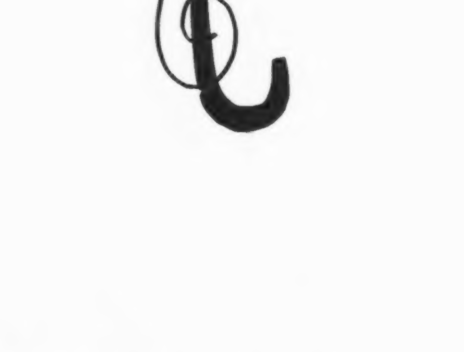
Aim: To improve health habits

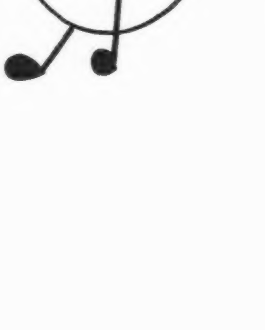
Procedure: Buy mirrors for each student. Dress the girls mirror in girl's clothing, dress the boys mirror in clown clothes. Students can use these mirrors for health checks.

MUSIC

Aim: To teach symbols

Procedure: The conventional way to teach symbols sometimes seems quite uninteresting and difficult to the learner. The musical bird and umbrella have proved to be meaningful motivators in the teaching of fundamental musical concepts.





Koffee Kan Brigade

Aim: To create rhythm

Procedure: A coffee can is tucked in the left arm and rested against the body at waist level, as the lid is tapped with fingers. Experiment with the class to produce different sounds by drumming with finger tips, with flat palm of hand, with clenched fist, or with a thick pencil or rhythm stick. Use the middle of the plastic lid, also the edges. Have the group try to classify the sizes as soprano, tenor, and bass, or call them high, middle and low.

ARTS AND CRAFTS

Aim: To develop creative experience

Art Media

Procedure: The art teacher should have illustrative material on hand showing the children the processes of various media such as:

1. Painting in water color
2. Drawing
3. Painting in oil color
4. Modeling in clay
6. Casting in plaster
7. Carving
8. Woodbarking
9. Stenciling
10. Black printing
11. Blue printing
12. Tie and dyed work
13. Weaving
14. Batik
15. Pin and ink work
16. Crayola technique

Dough Beads

Procedure: Combine two parts of flour with one part of salt. Add enough water to make a stiff paste. Cake coloring adds variety. Next roll the batter in amounts to make the size preferred. String with a needle and thread while still moist. Allow to set 24 hours.

October - Cat Mobile

Procedure: Cut a simple cat shape from black mat paper about 10" high. Give him two green gummed crepe paper eyes and a set of black mat paper whiskers. Cut out a 6" circle from black mat paper and starting from the outer edge, cut a spiral into the center making strips about 3/4" wide. Paste spiral to bottom of cat for tail. Attach a length of black thread to head to suspend from above.

Wax-Paper Etching

Procedure: Staple a piece of wax paper onto dark construction paper and scratch designs or pictures into wax surface.

Apple-Head Person

Procedure: Carve an apple for use as a doll or puppet face. Baldwin or Winesap apples are best. Simply peel, smooth tapes, and carve away portions to shape features. Shake apple in a bag of alum. Place on dowel stick and set in a jar; dry in an airy spot or on a radiator for two or three weeks. Place cone shape around stick to serve as a base for clothing.

Stone Painting

Procedure: You need a collection of stones, India ink, pen, poster paints, shellac, plaster, and a small cardboard box.

Study the shape and texture of the stone and decide what it suggests; draw the features of the suggested object on the stone; decorate with poster paints. When dry, cover with a thin coat of shellac.

For a base, fill the cardboard box with plaster and set stone figure on top of it; when plaster is nearly dry, pull away the cardboard box.

Decoupage

Procedure: Sand a lumber scrap smoothly. Seal with a coat of thin varnish. When dry, paint board olive green, Spanish red, off-white, or leave it natural. Cut an appropriate design from a card and glue it to the plaque, making sure all edges are tightly adhered. Clean off excess glue with a dampened sponge. Place weight on it and allow to dry. Antique with burnt umber thinned with varnish. Let stand a few minutes before wiping with a lintless cloth. To finish, brush on a coat of clear satin-finish varnish.

Listen for Description

Procedure: Read the description of a scene to pupils. Encourage children to draw pictures from what they have heard.

Salt Pictures

Procedure: Make an outline. Place glue on your outline and sprinkle with salt.

Starching

Procedure: Dip carpet warp or heavy string in ready-made undiluted starch. Write on wax paper. Dry 24 hours. Makes stiff, re-useable words or designs.

Autumn Leaves

Procedure: Use shaved crayons to make mottled autumn leaves. Let two pupils work together. Each couple has a 12" x 24" piece of white wrapping paper folded in half. Shavings are scattered on one half the paper. When the paper is well covered, it is folded and covered with a piece of newspaper. Press the paper with a hot iron. (It is best if the teacher does this.) As the crayons melt, a very natural effect is achieved. Open the paper to cool and dry. Leaves are then cut freehand from each half.

Mitten Puppet

Procedure: Put yarn hair on an old mitten. Use buttons or beads for eyes and nose. Put your hand into the mitten and let your thumb form the mouth and chin.

Peanut Puppet

Procedure: String peanuts on strong thread to make a puppet that will wiggle and dance. Use crayon to make the face. By varying the size and shape of the peanuts, you can change the whole character of this wiggly peanut puppet.

Crayon Resist Pictures

Procedure: Crayon resist pictures make especially good Halloween scenes. Draw a picture using yellows, red, oranges, perhaps even white for a ghost. When finished, paint the entire picture with black diluted poster paint or tempera.

Waxing Leaves

Procedure: Preserve some of the fall leaves so that you can save them to compare with the leaves in the spring. Melt a package or block of papraffin in a double boiler over low heat, being careful that it does not scorch as the wax begins to melt.

Tie a string around the stem of a leaf and et a child dip it in the wax. Hold it in the air a few minutes so that the wax will dry before placing the leaf on waxed paper. The string is not essential, but it keeps the children's fingers out of the melted wax. Leaves dipped in the wax can be kept under glass for an indefinited period.

Crayola Etching

Procedure: Crayola etching is an interesting new method for making line drawings. Cover the surface of a sheet of paper with a coat of crayon in a light color. Over this put a second coat of black or purple. Draw the picture through the top layer of crayon with a sharp pointed tool. The colors underneath will be revealed in the lines of the drawing. This may be used in teaching birds, flowers, pots, animals, and creative drawings.

Poster Mobiles

Procedure: Combine two art forms - posters and mobiles to make poster mobiles. Decorative prints can again play an important part. Many designs come facing both right and left. They can be posted back to back to show from both sides as they turn.

Stuffed Crepe Animals

Procedure: Cut a 12" square of crepe paper. Overlap edges parallel to grain lines and paste seam to form a tube. Gather one open end and tie closed with spool wire. Stuff with crupled newspaper and tie other end. Abo t one-third down from top tie again to form a head. Add features, legs, wings, etc.

Starchies

Procedure: Starchies are hollow crepe paper forms made over balloons. There are countless ways of using them as you will note as you go through this book. Blow up balloon to desired shape and size, Knot or tie opening so air cannot escape. Cut narrow strips of crepe paper across the grain (approximately 2" wide; wider or narrower depending on size of balloon). Pour liquid starch into a shallow bowl. Unfold end of crepe strip once and dip into starch. Soak just long enough to wet crepe through entire thickness of fold. Squeeze out excess starch and carefuly wrap strip around balloon until it is all covered evenly with 3 or 4 layers of crepe. Hang over night. When dry, let air out of balloon and remove from starchy.

Play Dough

Procedure: 3 C. flour
1½ C. salt
6 T. cram of Tartar
3 C. water
3 T. Wesson Oil

Add food coloring (your choice and amount) to all dry ingredients and mix. Then add the rest of the ingredients and cook over low heat until it gets to stiff to stir. The knead it good and cool a while before putting it in a plastic bag.

Modeling Clay

Procedure: 2 C. salt
1 C. laundry starch
water

Add water little by lettle to the salt-starch mixture until it is thick and lumpy. Add water and knead the dough until thoroughly mixed. Figures can be painted when dry.

Finger Paint

Procedure: ½ C. cornstarch
½ C. soap flakes
1 quart boiling water
Dash of oil of cloves

Paper Sculpture Posters

Procedure: Add dimensions and interest to posters with simple paper sculpture forms.

Christmas pageant angel has paper curls and accordion pleated wings added to simple basic shapes of a circle head and triangle body.

Book week poster has a rectangle of red mat paper folded to form a book and pasted so it stands away from background. Other elements are cut from gummed crepe paper.

MISCELLANEOUS

Aim: To relax

Procedure: Choose 7 children to be "it". Give each one an eraser. One child is the leader and tells the rest of the class to put their heads down. The students who are "it" place their erasers on students' desks. The leader then says "heads up, stand up". The students who have erasers stand up and try to guess who put the eraser on their desk. If the child guesses he takes the child's place and is "it".

Aim: To motivate timid pupils

Procedure: Assign timid pupils a paragraph to write on some subject of interest. Tell them that their lessons will be recorded on the tape-recorder so that they might hear just how their voices sound. They will probably be so elated over hearing their own voices that they will want to try again. Several who didn't talk loud enough the first time probably will improve the second time. Once the ice is broken they will talk more freely.

Code of Conduct

Aim: To promote good conduct

Procedure:

I promise to:

Be courteous to all people, regardless of age, sex, religion, or race.

Be prompt in all things as occasion demands.

Be honest with myself, my parents, my classmates, and my teachers

Be respectful of all property, public and private.

Be obedient to all rules, regulations, and laws at home, at school life.

Be a good sport in the widest sense of the word.

Rules for Good Posters

Aim: To make good posters

Procedure: A poster has to catch the eye and tell its story at a glance.

To do this, posters should be kept simple and uncluttered.

1. Make design elements as large as possible.
2. Keep the message short and to the point.
3. Use bold contrasts of color.

JUNIOR HIGH SECTION
(7-8)

LANGUAGE ARTS

Book Reports

Aim: To create interest in book reports

Procedure:

1. Mock television shows which present a story as a series of pictures are popular. A commentator or commentators can provide the necessary explanations to parallel the pictures. Radio broadcasting over a weekly "report" channel also may be employed successfully to review books. This is especially effective when used in conjunction with an amplifying system or a tape recorder.

2. Pupils enjoy presenting informal dramatizations of books and should be encouraged to do so. Use of colored or painted masks, made from paper bags, adds much realism to children's depiction of characters.

3. The child who is reporting writes on the board several titles for the story he has read. After telling about his story the class can choose the title that is best suited.

4. The reporter writes on the board a number of questions which the story answers. He may sandwich in some "tricksters" which the listening audience must detect as they furnish answers for the various questions involved.

Reading

Aim: To help students realize the fun of words

Procedure: Our word activity became an eye-catching ball. It all began as we started writing words to look the the way they mean. For example, small was so tiny it could not be read on the blackboard. Colorful was written with each letter a different color. Other favorites were:

Someone suggested that the whole school should have the fun of seeing them. A bulletin board committee cut 2" x 6" tagboard cards and wrote some of the best words on them. They stapled these up on the hall bulletin board. A large poster asked others to contribute.

Each morning I made preliminary selections and the class examined and chose the best from these. The committee added to the board. By the end of the week the bulletin board was full and overflowed.

Hidden Rocks

Aim: To appreciate rocks as natural resources

Procedure: In each sentence a rock is hiding. Draw a box around the name of the rock. Then tell a use for that rock or tell where you would travel to see it or tell what building in your state might have that rock in its structure. Perhaps you can think of other ideas to add to your story.

1. He carves rocks and stones into useful objects. (sandstone)
2. If you smash a ledge of that rock, it will crumble. (shale)
3. As Doug ran it, every pull on the wire sliced into the rock. (granite)
4. At the store of Linmar, bleach cleans this kind of stone. (marble)
5. A volcano can fill a valley with this material. (lava)
6. This bus is late, so he is late to school. (slate)
7. Ali Baba salted down the olives in the stone vat. (basalt)

Aim: To provide inspiration ofr writing description

Procedure: Use seasonal weather changes such as the first snow, blizzard a windstorm, leaf color in the fall, etc. Incorporate adjectives describing sounds, sights, etc.

Aim: To show the use of descriptive words (adjectives and adverbs) in the primary grades.

Procedure:

1. Write a simple sentence on the chalkboard: For example-- I saw a boy.
2. Have the children tell words to add to the sentence: For example, words that tell when, where and other words that describe.
3. Have the children write the sentences making changes and additions, or have the teacher write it on the chalkboard.

Aim:

1. To give variety in subject matter
2. To give practice in writing compostions
3. To stimulate creative thingking and writing

Procedure:

1. At holiday time ask the class to list words pertaining to that particular holiday.
2. Let the class decide if stories can be true incidents or make-believe.
3. Call attention to skills to employ indenting, capitalization and punctuation.
4. Have the pupils write stories.

Aim: To provide practice in writing words in alpahbetical order, and to call attention to proper nouns.

Procedure: At holiday time ask pupils to make a list of words for the teacher to list on the chalkboard. Disciss which words are to be capitalized and why. Have pupils rewrite the words in alphabetical order.

Brainstorming Practice

Aim: To develop fluency

Procedure:

Ideational fluency. Rapidly list words in a specified category, for example, objects that are solid, white, and edible. Or list many titles for a story or a picture.

Word fluency. In a given time, list as many words as possible that satisfy a requirement such as containing the same syllable or letter, or having the same number of letters or vowels or consonants.

Associated fluency. List words related to a given word, as synonyms fo dark.

Expressional fluency. Put words into organized phrases or sentences. For example, make sentences using words beginning with the same letters, as w--c--- e---- n----.

Word Puzzle

Aim: To build vocabulary

Procedure: Beside each number write a word that will fill the squares. Here is the definition for each word.

1. Wet earth
2. Used for capturing
3. Liquid from fruit
4. Labored
5. Placing
6. Removing dirt
7. Made of snow
8. Moving to another place
9. Meadow land
10. Laying aside money
11. Measures of distance
12. Move through water
13 A part of the mouth

Let's Write a Story

Procedure: Magazines today have a large variety of colorful pictures. Cut out some of the most interesting and put them in a box labeled "Let's Write A Story". Each pupil may choose a picture and write a story about it. After the first copy has been checked for spelling and punctuation, he may mount this picture on a clean sheet of paper and rewrite the story. All stories are then entered into a large folder labeled "Young Writers Club". This should be kept on a table for others to read and enjoy them.

Tricks for Creative Writing

Procedure: One day a week set aside a language arts period as "writing" day. The following week the same period is used as a "checking" day; the teacher and student go over his writing together, talking about thoughts, ideas, and less importantly, grammar and spelling. Then the student proceeds to rewrite his corrected story in ink--on the opposite page of his theme no ebook, kept only for his creative writing.

While the teacher holds these conferences with the individual students, the others have a "free reading" period unless, of course, they are rewriting their themes.

A "mixing the paint" period is always provided by the teacher, whereby there is plenty of motivation.

The best themes from the elementary department are chosen by the teacher and are rewritten the second time by the students and placed in a large department notebook (We call ours the "Gold Nugget") which is kept in a prominent place in the elementary library. We plan to add to this each year.

No actual grades are given for the themes; the comments and encouragement given at conference time spur the child to keep doing his best and to incorporate into use all his language skills.

Holiday Writing

Procedure: Students are given a piece of newsprint which has the outline of some phase of the holiday that they are celebrating. One example could be a turkey. They fill in the outline by writing the word turkey. They use words in the place of coloring it. Other words that could be used are: thigh, drumstick, wing, breast, etc. A Thanksgiving table could have a wide variety of words, such as: mashed potatoes, turkey, dressing, cranberries, baked beans, escalloped oysters, and mincemeat pies. This exercise could be adapted to any grade level.

Ideas for Theme Writing

Procedure: Pick a title.

"My Autobiography" (Good for beginning of the year)
"The Day I Traded Places with My Parents"
"If My Pet Could Talk"
"If I Suddenly Had One Thousand Dollars"
"A Letter to Santa Claus"
"My Thoughts for Thanksgiving"
"What Is Halloween"
"What Is a Friend"
"If I Could Fly"
"If I Were the Teacher"
"What the Chalkboards Say at Night"

"Pop-off Day" or "My Pet Peeve"

"A Spooky Story"

"A Tall Tale"

"My Favorite Season"

"I Am a Bear in Yellowstone Park"

"My First Day at School"

"My Favorite Book Character"

"How I Helped a Friend in Need"

"Who I'd Like to Be"

"The Animal I Like Best"

"My Baby Brother"

"My Bably Sister"

"Our New Calf"

Write your own ending to a story or book.

Spelling

Aim: To create interest in spelling

Railroad Spelling

Procedure: The teacher gives the 1st child a word. The child spells the word. The 2nd child spells a word which begins with the last letter of the word that the first child spelled. Words cannot be repeated.

Aim: To teach sentence structure

Sentence Races

Procedure: Form two teams. The first player on each team walks to the board and writes a word. Each member of the team in turn adds a word to the sentence that the first player started. The added word must begin with the last letter of the previous word. The team that completes an intelligible sentence in which each player has written a word, wins the game. Example: All ladies should draw with happiness.

Aim: To promote interest in Spelling

Spelling Baseball Games

Procedure: The room is divided into two sides with captains, whose duty it is to choose his "batters" to best advantage. The "pitcher" is the person who pronounces the words. The captain of the first team sends a batter to the board and the pitcher gives him three words to spell. If he spells the words correctly, he goes to first base in one corner of the room. If he misses, he takes his seat and one "out" is counted against his side. When a player has been to all three bases he has made a score. When three outs are counted against one side, that side is out and the other side is up to bat. We keep score and call nine innings a game. Sometimes the same game lasts for several days as we do not take very much time in a period for the drill. This device can be used for location, products, etc. in geography or history.

Spell the Opposite

Aim: To provide the opportunities for oral spelling and to recognize antonyms

Procedure: The players are divided into two or more teams. The teacher, or leader, pronounces a word and calls on a player from Team 1 to pronounce the antonym of that word and spell it. If he spells it correctly, he scores a point for his team. The leader now calls on the first player from Team 2. Words such as inside, heavy, upstairs, sweet, summer, top, and many others may be used.

Walk Downstairs

Aim: To recall the correct spelling of commonly used words

Procedure: The teacher draws a set of three steps and writes a familiar three-letter word on the top step. She asks for a volunteer who uses the last letter of the first word to begin another three-letter word. A new word is contributed for each step and step-down.

```
a n d                                   g a v e
    o                                         a
    g e t                                     c
        w                                     h a n d
        o n e                                       o
            a                                       o
            t                                       r o a d
                                                          r
                                                          o
                                                          p
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Treasure Box

Aim: To relieve the routine of the average spelling lesson

Procedure: Words are written on separate slips of paper which are then folded and put into a box called the Treasure Box. Each child in turn draws out a slip which he hands to the teacher without opening. The teacher pronounces the word and the child attempts to spell it. Any misspelled words are handed back to the children who had difficulty with them. The object is for the pupil to end the game with no slips of paper. Those who do have slips learn to spell the words that are on them. Two children can thus provide extra practice for each other as they play this game in the quiet corner.

Spelling Challenge

Aim: Get away from usual routine lesson

Procedure: Origianl writing may be used for spelling reviews. A story is written using as many review spelling words as the child wishes. The third grades average about fifteen words. After the story is written with the words underlined, the teacher makes duplicate copies of it. Blanks are put in to replace the spelling words. The child who wrote the story then gets to read it to the class. The class fills in the blanks as he reads. The writer of the story also enjoys checking the papers.

Problem Words - Spelling Demons

Aim: To teach awareness of difficult words

Procedure: The teacher selects a list of spelling demons and pronounces them to her students, emphasizing the syllables. She should try to make the students SEE the words as well as hear them. She then writes the words on the board and underlines the trouble spots in each word with colored chalk. The teacher may also mimeograph a sheet of the words and circle the trouble spots so the student will have a permanent copy.

Pantomimes

Aim: To emphasize word meanings

Procedure: The class is divided into two sections. Each side takes its turn in sending one pupil to the front of the room. The student then pantomimes a word such as hit, Christmas, automobile, or any word of the teacher's choice or his teams' choice. The opposite side must name the word and spell it correctly. Each incorrect answer is a mark against that particular team.

Spelling Game

Aim: To add variety to spelling

Procedure: Each child in the room will make a list of ten words from their previous spelling lessons. Two teams are selected and a captain for each team who helps keep the asking straight. Starting at one end of the line each child gets a chance to ask a child on the opposite side a spelling word. This is done in sequence so that each child gets a chance. There is a timekeeper and they have fifteen seconds to spell the word. If that child cannot spell it two others may be asked at random. The child asking gets a point for every word missed by the opposing side. If the child can spell the word it will mean three points for the asker provided he can spell the word. If he cannot all three points are withdrawn or cancelled. It is usually the teacher's job to be scorekeeper. This questioning continues until all have participated.

Spelling Partners

Aim: To encourage cooperation to do well

Procedure: This is an adaption of a well known TV program. Couples compete and must decide on a correct spelling during a time limit. (A watch with a second hand is needed.) Winners compete with the next couple. A couple who spels down another may be challenged by any two in the room, or another couple. Sometimes it is wise to combine a good and poor speller in each team

Bonus Words

Aim: To provide motivation for spelling practice

Procedure: All that is needed is a list of spelling review words and a list of "bonus" words chosen by the children and teacher from the content subject.

My Weekly Reader, children's writings, or other similar sources. The class or group is divided into four teams with a scorekeeper and a game leader named by the teacher. As each player takes his turn for oral spelling he may indicate his preference for a "review" word or a "bonus" word. A bonus word spelled correctly scores two points, a review word scores one point, but if any word is spelled incorrectly, no points are earned. The teams should be fairly well balanced in ability (Midland Schools, May, 1959).

Starting Letter - Ending Letter

Aim: To give interesting drill on words currently being studied in spelling

Procedure: The players are divided into two teams. The first player from each team goes to the black board. The player from Team 1 writes on the board the first and last letter of a word on the current spelling list, placing a dash to spell the word correctly. For example, the first player might write p----n and the other player must put ardo in the spaces to spell the word correctly. If correct, he scores a point for his team.

The next two players now come to the board; a new word is chosen, and the game continues. The player for Team 2 writes the beginning and ending letter of the new word and the player for Team 1 fills out the missing letters. Children could also play this partner game with pencil and paper at their seat.

Correct the Mistake

Aim: To relieve the routine of the average spelling lesson

Procedure: Students alternate writing spelling words on the board. The first misspels the word but must use all the letters in the word when correctly spelled. The second corrects the word. The third writes a misspelled word, and so on. The list of words used is limited to those in a lesson. It is all right for the misspelled word to spell another correctly, but it must be changed to one of the words in the spelling list.

Word Bingo

Aim: To encourage originality and variety in spelling

Procedure: Each child makes his own Bingo card. In each square he places the first letter of the words in the spelling lesson. He puts these letters as he wishes and tries to make his card different from others. As the words are called he spells each in the space where the initial letter may be found. The words are called at random. The child who first has five in a row shouts "Bingo" and thus wins.

Others continue to play until all have a Bingo.

a	their	g	y	l
c	i	h	t	m
b	f	m	h	y
a	o	w	l	o
d	d	mother	l	e

Ghost

Aim: To help average and weak students learn to spell common words.

Procedure: One child starts with a word, as I or a. The next child adds another letter to make still another word, as *In*. Thild next in the row might spell *Tin*. The next *into*. The letters may be rearranged, but each previous letter must be included and just one new letter added. The child who cannot make a new word in this way is a "Ghost", the object of the game being to avoid becoming one. A good game for a large number of players.

Tea Kettle

Aim: To learn to spell words correctly

Procedure: One player leaves the group. The group chooses a word. The player is called back and members of the group use the word in a sentence, substituting the word "tea kettle" for the correct word, for example, I have a new "tea kettle" of shoes (pair). The player is to guess the word and spell it correctly.

Panel Spelling Quiz

Aim: To improve their skill in spelling

Procedure: Each child prepares a list of ten spelling words from their previous lessons. The teacher selects four students to sit in the front of the room and the "Panel". If he spells the word correctly, he may stay; if he does not, the one who has given him the word takes his place. There is a timekeeper and each is given fifteen seconds. This continues until all have given a word and those on the panel have changed places with the askers. Everyone loves to get a chance to sit on the panel.

Engineers

Aim: To develop skill in word building

Procedure: The teacher gives a root word. The class, using prefixes, suffixes, contractions, plurals, possessives, etc., makes as many words from the root word as it can. This may be played by rows or teams, or by letting everyone compete against the class. Score one point for each new word. Here is an example: Date-dates, dating, sedate, dated, and dateless.

Spell and Spell

Aim: Originality in creating words

Procedure: Materials needed for this spelling game are a dozen (or more) plain blocks, a felt pen, and a large plastic bleach bottle with the mouth widened. Two or three can play at a time. A fifferent letter, in manuscript or cursive form, is written on each side of each block. Use many vowels, then high-frequency consonants, and so on. To play, each child, in turn, spells out the dozen blocks. (He mustnot turn any over.) He then makes ans many words as he can from the letters showing. A kitchen timer limits each player's time.

Dopey Definitions

Aim: To encourage students to figure out what new words mean by analyzing the words

Procedure: When you see a new word, you should try to figure out what it means by analyzing its parts. This works very nicely for some words, but can really be misleading in other cases. The term polevault, for example, might refer to a safe place for lumber. In the left column are ten words which can be matched logically with the definitions at the right, all of which are incorrect.

Tell the logic behind each.

1. breakfast
2. doleful
3. castanet
4. contents
5. letter
6. dandelion
7. disarmed
8. crestfallen
9. detail

a. fish
b. fancy fibbing
c. sleeping places for criminals
d. permit the girl to do it
e. filled with pineapple
f. crippled
g. part of the cat's body
h. dropped your toothpaste
i. a hurried facture

1. i; 2. e; 3. a; 4. c; 5. d; 6. b; 7. f; 8. h; 9. g.

Endings

Aim: To make aware how a suffix can change the meaning of a word

Procedure: Cut a circle from oak tag. Print nouns, adjectives, or verbs around the circumference of the circle. Attach five strips of oak tag like the hands of a clock to the center. Print endings, ed; er; est; ing; s; at the end of the strips of paper.

The leader points to a word and asks the child to choose one of the endings which can be added to the word to make a good word. The child must choose the ending for the word which will make it correct. Then the leader asks the child to make a sentence using the word.

Homonyms

Aim: To give pupils drill and practice in using homonyms

Procedure: Pupils may work in teams. One child gives a homonym, spells it and uses it in a sentence. For instance, "See, see! I see the book." The child on the other team must say, "Sea, sea!" Spell it sea and use it in a sentence. "The boat sailed on the sea." If he should fail to know the homonym, then the first team would score a point. The next player to name a homonym would be team number 2.

Pyramids

Aim: To encourage word building ability

Procedure: Starting with a vowel, add one letter at a time making a new word with each you add.

o
on
one
once
ounce

i
in
nip
snip
spins

a
am
mat
team
mates

I Challenge

Aim: To develop rapid thinking and correct spelling of words.

Procedure: One student goes to the chalkboard--this the challenger. He says, "I challenge.....(child's name)..... The challenged student goes to the chalkboard and the teacher pronounces a word. The first to write the word correctly wins. The class can participate on paper and compete against both students at the chalkboard. The winner becomes the challenger. This game may be played with teams by using rows as teams, or by letting individuals compete against each other.

If a team situation is used, score one point for each successful challenge

Pass Word

Aim: To help in vocabulary building

Procedure: This game is played like the TV show Pass Word. Two contestants are chosen. A member of the opposing team chooses a word from a previously determined vocabulary list. The word is revealed to the class and to one member of the opposing team. He in turn gives his partner a key word or clue. He may give as many as are needed in 15 seconds. If he can say the word his team receives a point as predetermined by his group.

Aim: To develop critical thinking

Procedure: Each Monday submit to the students a thought-provoking question to think about, do research reading, and discuss with parents and friends. On Friday have the students report their findings. A typical question might be: What would you do in the event of a nuclear attack? Should the government control TV? What would you do if you got sick and had to stay in bed for a week.

SOCIAL STUDIES

The Food In Our Refrigerator

Aim: To develop knowledge of what part of what country different foods are from

Procedure: Cardboard used for this project needs to be 24" by 36" with two things on it--an outline map of the world and a beautiful picture of the inside of a modern kitchen. The picture was an advertisement put out by a manufacturer of electric refrigerators.

The doors were open and inside the refrigerator could be seen a lean ham, some fruit salad, beans, a dish of peaches, squares of butter, bottle of milk, etc.

A kitchen cabinet was also shown and in it several containers were labelled coffee, tea, spices, sugar, walnuts, bread, etc.

A red thread was used to connect the place on the world map where each product in the refrigerator and cabinet were produced. Children in the grades will derive much benefit from this exercise and will remember what they learn while doing it. A teacher can secure such a picture from a magazine or a dealer in town who sells kitchen furniture.

A Miniature World's Fair

Aim: To learn about each country in the world

Procedure: Each child chooses a nation, or in some cases two adjoining ones, and makes a comprehensive study of the area.

An Outline to Follow:

1. Location of country
2. Surface: mountains or plains; rivers
3. Climate
4. Occupation and products: agriculture; mining; manufacturing; hunting; fishing; quarrying; imports and exports; dairying; and grazing

5. Cities
6. Interesting facts (anything unusual in the location as Holland below sea level, or customs of the people)
7. Maps, graphs, pictures, or articles from that particular nation. Maps show physical features, chief cities, and products. The graphs are made to show standing of nations with others, value of products, imports, exports, population, or whatever phase the child saw fit to graph. Each child at an appointed time recited to the class following the outline above.

Each child tells some interesting facts about his country and is held responsible for any questions asked.

An Activity of the Travel Club

Aim: To study the common minerals of our locality

Procedure: Careful examination of each mineral is made to ascertain some of its chief characteristics as luster, color, streak, tenacity, form, cleavage, fracture, and other properties. These characteristics are carefully charted. Numerous field trips are taken to test the ability of pupils in identification. Individual collections are made, classified, labelled, and placed in partitioned boxes. Pupils are trained not to allow rubbing together of specimens so as to injure them.

Aim: To develop creative thinking along the lines of social studies

Procedure: Cove captions under pictures in the books and let students write some of their own or appropriate titles. Compare their descriptions. Discuss misconceptions if they occur.

Aim: To learn about longitudinal studies of particular countries.

Procedure: In teaching about a particular country or longitudinal studies, divide children into groups. Each group gathers information to share with the entire class.

Where possible, information should relate to children's own experience: the size of an area, the population, principal cities, climate, topography and principal rivers, and small map showing neighboring countries.

Other Areas for Committees:

1. Ethnic information--official language, background of the people, principal religion, national holidays and festivals, flag design. (Make flags for room decorations.)
2. Government--chief of state and how he gets his office; the frameword of national and local governments.
3. Commerce and business of a country--chart commercial products, mineral resources, and indicate location of industries on a map.
4. Cultural aspects--music, art, and literature. Research in the school and public library and nearby museum may uncover carving, pottery, jewelry, or other art from the area.

Duplicate the information on punched paper so everyone has a complete notebook record.

Aim: To answer questions of how and why

Procedure: The following question was asked: How or why do rivers carve out valleys?

Have some children construct a moderately sloped mound of loose dirt or sand in the schoolyard. Make a groove with a stick to represent the river bed. The beds of a few "tributaries" could also be marked. By pouring water upon the mound from a sprinkling can, the "river" will start to flow. First it will cut downward, making a deeper river bed. Then it will start to cut sideways, making a broader bed. Eventually it will start to meander, undercutting its banks, causing them to collapse.

Take class trips to streams or rivers to observe the effects of the years.

Aim:

Procedure: Secure a large world map and label it a pictomap. Encourage the students to bring in newspaper or magazine clippings of a current event which has geographic significance. Preferably, the clipping should be illustrated. Pin the clipping to that part of the map where the related event occurred. To avoid cluttering the map, attach the clipping to some framework or wall space, attach a fine string to the clipping and anchor the other end of the string to its proper location on the map.

Travel Race

Procedure: Appoint a timekeeper. Divide the group into equal rows, when the timekeeper gives the signal to start, the teacher mentions the name of the country. The pupil at the back of Row1 begins the race by stating a fact about the country mentioned. When each child in the row has responded, and all must respond no matter how long it takes to think of a fact, the timekeeper writes the time required on the board under Row 1. No one, however, knows what the subject is to be until the signal to start has been given. As a fact cannot be stated twice, the strictest attention is required throughout the game.

Map Relay

Procedure: Each child in the first row is given a map on which he is asked to locate a city, river, or mountain quickly, the teacher giving the place to be located. He then passes the paper to the child back of him, who located the next place, and so on until all have had the map. The row which finishes correctly first is the winner. Be sure to use large maps as they are easier to grade.

Procedure: Make book ets on specific topics such as famous battleships. Draw pictures and make murals showing industries, special land features, ways of life, and so on. Bring in display Material for exhibits. Prepare research papers on country, state, and county.

Make oral reports or create skits on history, culture, ways of life, and so on, of the people in other areas of the world. Keep up on current occurring in places being studied. Make a map of the country you are studying in clay or papier mache, showing the chief physical features. Paint in the principal rivers and the different soil belts. Mark in all types of resources.

Procedure: Collect from newspapers and magazines for articles about the people and ways of living in the country. Learn how life differs in that country from life in a democracy such as ours.

Review of States

Procedure: Each child selects a state and makes a miniature float on an inverted shoebox or similar size box. The chief product or special industry of the state is shown. The parade of states is then displayed on a large table in the hall for all grades to see.

Read My Mind

Procedure: One child is chosen to begin the game. He states that he is thinking about something the class has studied in the area of social studies or science. He then gives the statement related to the specific thing of which he is thinking, for instance, "The person I am thinking about was a member of Lincoln's Cabinet."

The others try to read his mind. If they are unsuccessful he gives another statement as a clue. This continues until someone reads his mind and then this person becomes the leader. (To enable the entire class to play this game, a list of statements summarizing the social studies or science work could be written on the board or duplicated for each pupil if the entire class is to play the game. The person whois it could select one of the statements and then give sentences as before so that the players might determine which statement he has chosen.

SCIENCE

What Does a Heart Look Like?

Aim: To show what a heart looks like.

Procedure: Different types of animal hearts may be obtained at slaughter houses and may be bought in grocery stores. A calf, cow, sheep, pig, chicken, and any other animals may be used. Display these hearts. Show the ventricles, the aorta, and the chambers. Explain circulation. Let the children handle the hearts. Let them explore and see for themselves.

Aim: To demonstrate how a voice can be heard over the telephone

Procedure: Make special arrangements with the telephone company to borrow films, telephones, posters, and free materials on the telephone. With the borrowed phones teach the correct way of dialing, of answering, and using phone manners. Take the class to the phone company for a visit. They are glad to have classes visit.

Aim: To illustrate volcanic action.

Materials:

1. One piece of plywood 3/4 inch, one foot square
2. One old window screen
3. One tin can--baby food size or orange juice can
4. Four pounds of Plaster of Paris
5. Sand
6. Crystalized ammonium dichromate--available at the drugstore

Procedure: Cut a piece from the tin can 3½" x 5". Cut ¼" slits alson one of the long sides, then shape the tin into a cylinder around a broom handle. Bend the tabs along the slitted end. Tack the cylinder to the center of the baseboard through the tabs. This is the tube and crater. Cut screen to the size of the mountain in three pieces and tack to wooden sides. Press the screen to form various contours. Mix the plaster in water until it is of a creamy consistency and spread it over the baseboard and mountain. Leave the crater open. Before the mixture dries sprinkle sand over the surface for a realistic appearance. When this dries mix more plaster and let it flow down the mountain sides. Fill crater ½ full of plaster. After drying it may be painted red near the crater and darker down the sides until it becomes gray in the valley. For the eruption fill the crater with crystals of ammonium dichromate. Place about 10 drops of alcohol or lighter fluid on the crystals. Light with a match.

Aim: To demonstrate stages of First Aid

Procedure: Have a Red Cross worker come and give a demonstration and explain first aid to the class. Borrow a "dummy" from the Red Cross. (The "dummies" are made on the scale of a 12 year old girl. They are constructed to breathe, take blood pressure, and they have movable parts.) Let the children take turns practicing on the dummies.

Aim: To demonstrate how to make a thermometer

Materials

1. pyrex flask
2. one-holed rubber stopper
3. a $1\frac{1}{2}$ foot piece of glass tubing
4. red ink
5. thread

Procedure: Fill flask with water (color with a few drops of red ink). Fit glass tubing into stopper so a little of the tubing extends up through the stopper. Fit the stopper into the flask firmly. Some water will extend into the tube. Tie a piece of string around the tube at the level of the water. Heat the flask and watch the water level in the tube. (It rises as heat expands the water.) Mark the level with another piece of thread. Now set the flask in cold water or rub with ice and watch the water level go down.

MATH

Multiplication Bingo

Aim: To aid in teaching multiplication facts

Materials: Bingo cards with 25 squares made with the answers to the table combinations through 12, (the center square is a free one) small pieces of paper, flat beans or buttons.

Procedure: The teacher reads the bingo call such as 7 x 8; and if the student has 56 on his card, he puts a marker on it. In order to get a bingo, the student must fill five spaces horizontally, vertically, or diagonally. As a reward for winning the game, the winner comes up to draw and call the next game.

Count Off

Aim: To make an interesting game of multiplication

Procedure: Number of players--three to twelve. The students are seated in a row of seats facing the teacher. When the teacher says, "Count off by 8's", the first chidl says "8", the second says "16", the third says "24", etc., until some child makes a mistake. When this happens the one who misses must move to the front of the row and those who were formerly in front of him must shift back one seat. The teacher then asks for a new count off, using a different number. This whole process is repeated several times until the most successful pupils are toward the back of the row. The object is to keep moving back. (One can progressively increase the difficulty of the numbers used.) When the game is ended, the winner is the pupil who is sitting in the last seat.

Grade Box

Aim: To teach measurements

Materials: Light cardboard or tagboard strips (about 4" x 1") with printed measurement facts, one fact on each strip (Have at least as many cards as there are pupils in the group or class), and a box labelled "Grade Box."

Procedure: The strips with measurement facts on them are put in a box. Each child, in turn, draws a card, reads it to the class, and gives the correct answer. If he is unable to answer it, it is put back and the next pupil draws a card. The one with the largest number of cards at the end of the game is the winner.

Code with Numbers

Aim: To make a secret code

Procedure: Substitute the number for the letter

A	B	C	D	E	F	G	H
1	2	3	4	5	6	7	8
I	J	K	L	M	N	O	P
9	10	11	12	13	14	15	16
Q	R	S	T	U	V	W	X
17	18	19	20	21	22	23	24
Y	Z						
25	26						

Example:

2085 20920125 156 208919 2151511 919 2085 131793

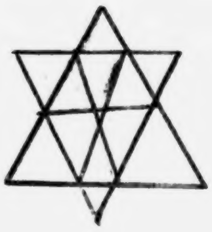
142113251819

Solution: "The magic of numbers"

Aim: To check alertness and observance

Procedure: How many triangles of any size in this star?

Answer = 20



Game of Math

Aim: To think

Procedure: The sum of the squares of any two adjacent numbers is equal to the sum of the squares of the two numbers diametrically opposite to them. Thus:

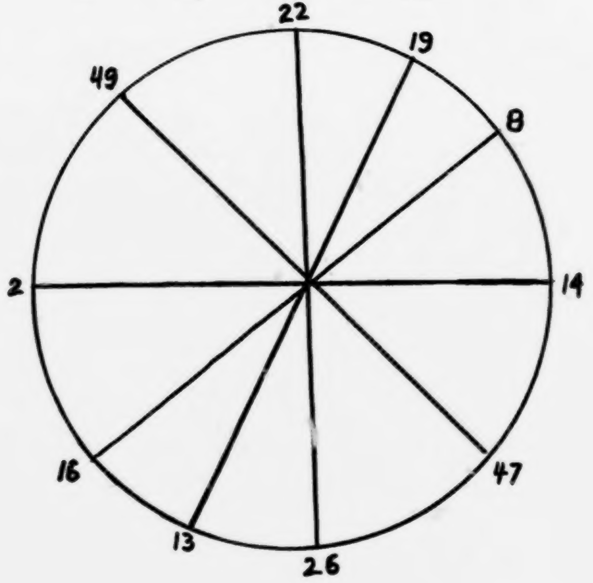
$2^2 + 49^2 = 47^2 + 14^2$

$49^2 + 22^2 = 26^2 + 47^2$

$22^2 + 19^2 = 13^2 + 26^2$

$19^2 + 8^2 = 16^2 + 13^2$

$8^2 + 14^2 = 2^2 + 16^2$



4 + 2,401 = 2,405

=2,209 + 196 = 2,405

2,401 + 484 = 2,885

=676 + 2,209 = 2,885

484 + 361 = 845

=169 + 676 = 845

361 + 64 =425

=256 + 169 = 425

64 + 196 = 260

=4 + 256 = 260

Long and Short Months

Aim: To teach number of days in each month

Procedure: Children sometimes have trouble remembering which of the months have 31 days and which do not. This exercise may be helpful.

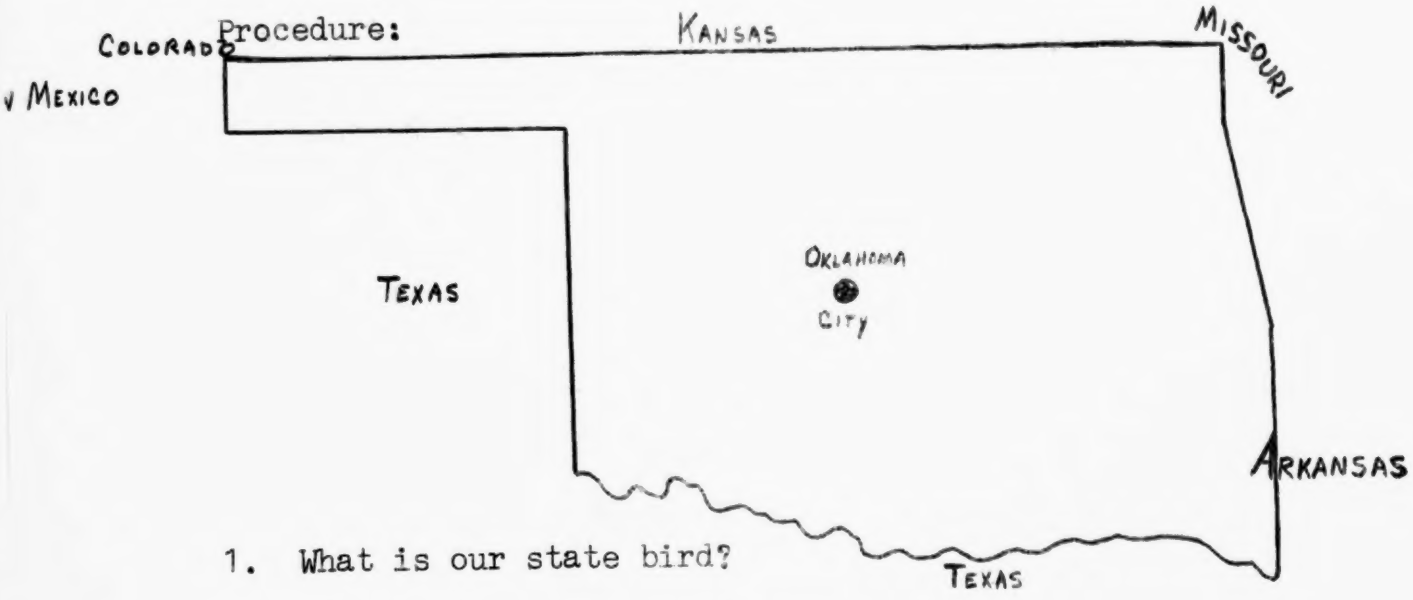
Close your fist so that the knuckles show. Starting at the thumb end, name the months. January is the high point (the knuckle) and it is a long month, 31 days. The low point (between the knuckles) is the short month, February. The second knuckle is March, a long month; and April is between the knuckles, a short month.

This procedure continues until the last knuckle which is July. The conunter must repeat the knuckle for August and then retrace the steps back toward his starting point. December will fall on the middle knuckle.

HISTORY OF OKLAHOMA

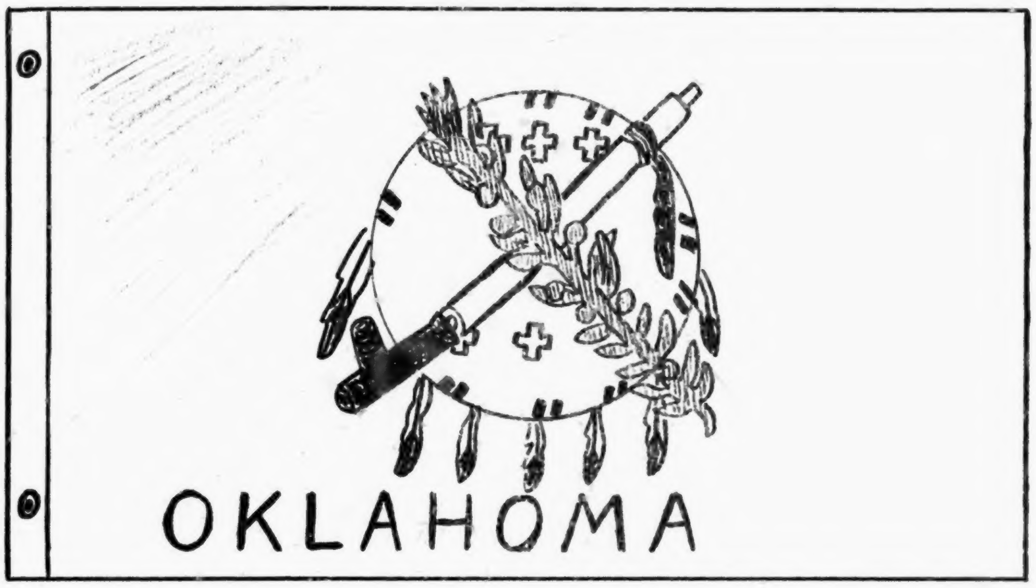
Aim: To learn interesting things about Oklahoma

Procedure:


Colorado
Mexico
Kansas
Missouri
Texas
Oklahoma City
Arkansas
Texas

1. What is our state bird?
2. What is the state capitol?
3. When was it admitted to the union?
4. What is the state flower?
5. What is the state tree?

6. Draw the Oklahoma state flag.

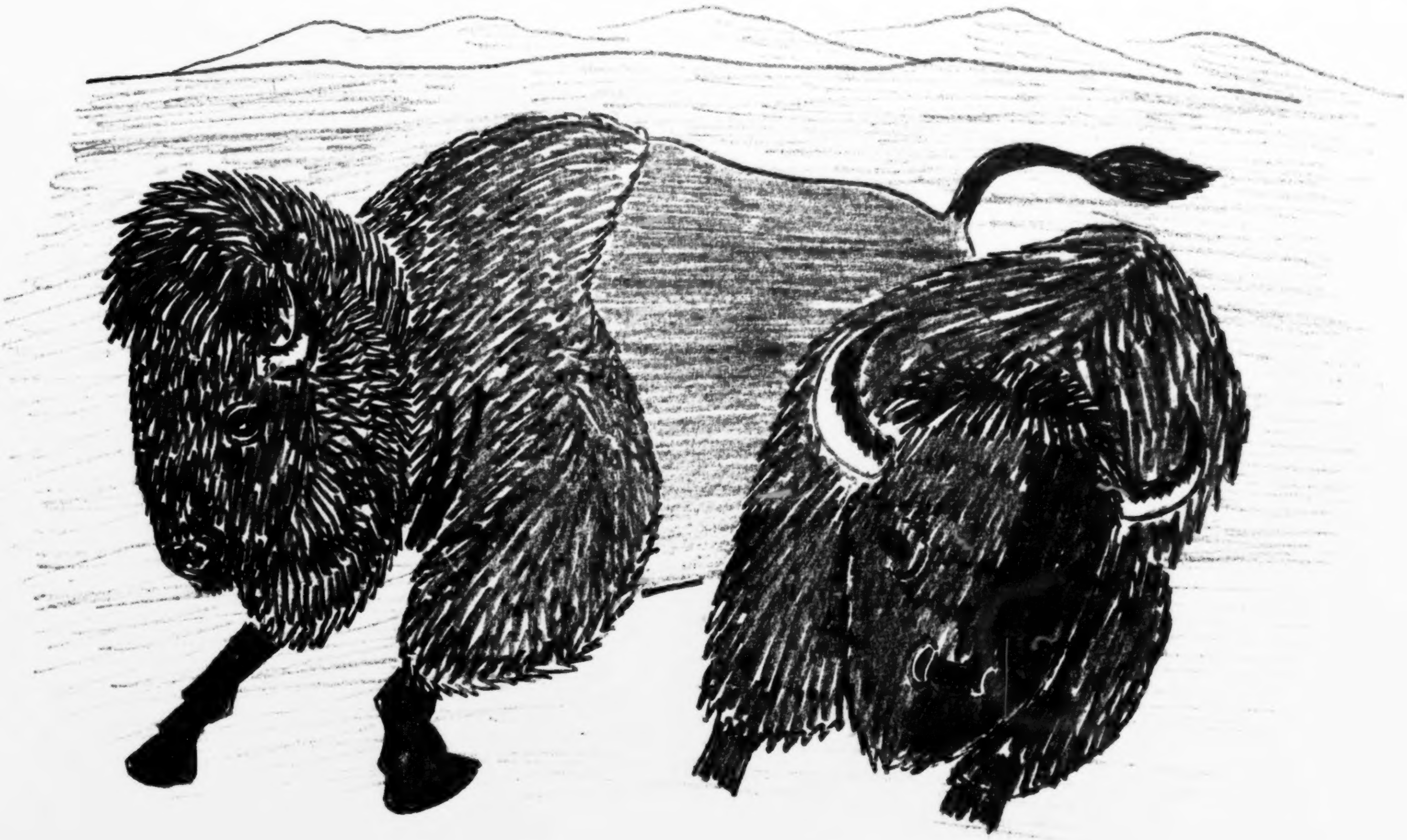


Aim: To learn facts of Oklahoma's past

The bison is the American buffalo. Years ago there were many buffaloes in our country. The bison was used for food by the Indians. They made tents and canoe covers from his thick hide. His coat was used for rugs and clothing. Then the white man came. He brought guns with him. Many of these animals were killed. Today he is found only in parks where no one can shoot him. You can see his picture on the buffalo nickel. The bison is a member of the ox family.

Procedure: Answer the following:

1. Where does the bison live today? ______________________________ .
2. The bison is called the ____ .
3. He was killed first by the _____________________________________ .
4. What did the whaite man bring with him? _______________________ .
5. Did the white man kill the buffalo for food or fun? ____________ .
6. Where do we see his picture most often? ________________________ .



HEALTH

Balanced Meals

Aim: To motivate study of what makes a balanced meal.

Procedure: From old magazines cut food pictures and arrange them to make a meal. Breakfast, for example, included a glass of milk, bowl of cereal, toast, eggs, and so on. About two tablespoons of liquid starch and one teaspoon of tempera paint were put on finger-painting paper and swished around for a place-mat design. While still wet, pictures were arranged and a label printed with chalk.

Aim: To help students understand food and vitamins

Procedure: Have the pupils make "vegetable men" in connection with a study of food, nutrition, and vitamins. Make a bulletin board captioned "Vita-Men" and display these figures with interesting sayings. Some of the slogans were puns on the names of the vegetables; others talked about good foods. (If you "carrot" all about your health, eat vegetables.

Aim: To make students aware of what sleep means to them

Materials: Drawing paper,pencils, tempera paints or crayons

Procedure: Collect materials and paint a picture. This is one way to find out if pupils understand what sleep will do for them. The teacher can suggest that they might sketch or paint a picture, showing their interpretation of the value of sleep, and write a statement to this effect. Perhaps the pictures would show:

1. I smile more when I get enough sleep.
2. I can run faster when I sleep regualrly.
3. I get sleepy in school when I stay up to late.

Aim: To help children recognize the impurities in the air

Procedure: Talk about substances in the air. Air pollution has become a major public health problem. The presence of smog over big cities is becoming increasingly serious. Chemical-ladsn smoke from factories and exhausts of thousands of cars continue to add pollutants to the air.

The problems to be dealt with in air pollution are carbon monoxide, dust, dirt, and pollen.

Before reading the section, ask the pupils to think about some of the different kinds of substances which may be carried by the air.

After reading articles about air pollution suggest the following as learning activities: Ask what precautions are taken to avoid poisoning by carbon monoxide. (Be sure that exhaust gases are well diluted by a flow air. Carbon monoxide combines with the red blood corpuscles, making it impossible for them to carry oxygen. A person may die for lack of oxygen as a result.)

What are some ways that the amount of dust and dirt in the air can be reduced?

If an industry requiring the use of abrasives is nearby, it might be possible to arrange for a committee of pupils to visit and report on methods used to prevent long irritation.

Find out if any children are allergic to pollens in the air. Ask them to tell what they experience as a result of their allergies.

Aim: To protect the respiratory system

Procedure: Discuss protecting your respiratory system. The common cold appears to be caused by any one of perhaps 40 different viruses. Little headway has yet been made on developing a vaccine against any of these. The cold is one of the most baffling conditions ever faced by researchers.

Although medical treatment often decreases uncomfortable feelings resulting from colds, there is as yet no specific remedy for this annoying condition. Cold viruses cause a watery discharge from the noxe, accompanied by a slight sore throat, and possibly a headache. After a few days, bacteria, always present in the nose and throat, attack the weakened tissues of the throat, nose, and other parts of the body.

Since colds are much a common condition of school children, it is most important that they refrain from spreading cold viruses to others by staying at home during the early stages of a cold, when it is most contagious. Covering coughs and sneezes with a tissue is an important health habit. Washing hands before eating is of equal importance.

Approximately 10 million persons in the United States suffer from allergies. A nasal allergy and asthma tend to occur in the same people and in members of the same family. The most common causes are pollen, molds, and the scales and hairs of insects. In the spring, allergies may result from pollen of trees such as maple, elm, poplar, birch, ash, oak, and others. In the late spring grass gollens are responsible and in later summer "hay fever" is due to ragweed, sage, hemp, and pigweed. Fortunately, the pollen counts made by examining slides exposed to the air, are made from day to day. These provide figures by which to compare places, seasons, and effects of treatment. Nonseasonal hay fever or asthma may be caused by animal hair or fur, bird or chicken feathers, house dust, face powder, and other substances.

Medical treatment is often successful in controlling allergies and some medicines give temporary relief.

Learning activities: Ask various pupils to read and report on infectious diseases of the respiratory system as leisted in different text books.

Ask how many pupils have had tonsils removed? Adenoids? Why was it necessary to have these tissues removed?

Form a commitee to visit the local tuberculoses association to discover the status of the disease in your community. What methods of detection are recommended? Have the committee report.

If possible arrange for a tuberculine test for the class.

What plants in your locality cause allergies? What are some other casues of allergies in your community?

Aim: To help children gain knowledge about milk

Procedure: Visit a "Grade A" dairy. The county health nurse gave a flannel graph lesson on the basic seven food groups. As we live in a rural community, and in sight of a dairy, we decided to find out all we could about milk. First, arrangements were made to visit a "Grade A" dairy where seventy-five Holsteins were being milked. The dairyman, not only showed us through the barn explaining everything, in detail, but allowed us to see the milking of the cows -- which took about three minutes per day. The milk goes directly from the milking machine to the storage tanks where it is cooled and later picked up by a milk truck. He demonstrated how sanitary conditions must be maintined in the diary barn.

We were also told that the inspector came by every thirty days and if any part of the building or utensils were unclean, a check mark was given. The class decided that the dairy barn was cleaner than most houses.

The milk is picked up each morning by the milk truck from the Carnation plant at Muskogee. Upon arrival at the plant, the milk is weighed and must be below fifty degrees.

Heat is used to warm the drinking water for the cows in cold water. We inspected the pit silor which was 160 feet long, 10 feet wide at the base, and 14 feet wide at the top. It contained between 350 and 400 T. of corn silage which is tops for the production of a high quality of milk.

A list of new words were put on the chalkboard and studied. The following day reports were given on these subjects:

Milking cows with electric milkers

Gas stove and hot water tanks

Cooling the milk

Milk truck

Inspection of dairy

How fertilizer helps in forming

Water trough

Pit silo

Experiment: A bottle of whole milk was brought to school. The cream was allowed to rise and then skimmed off. When the milk soured, the children observed the curds and whey. The sour milk was put in a pan and boiling water was pured into it. After letting it stand for two hours it was strained through a thin cloth and left to drain. We added sweet cream and a pinch of salt. We then spread it on crackers and served it to the class. We made butter by shaking cream in a glass fruit jar.

ARTS AND CRAFTS

Gravel Pictures

Procedure: An interesting medium for art projects is colered aquarium gravel, available in pet departments and dime stores. It lends itself especially well to portraying fish and flowers but it may also be incorporated as just an accent in drawings and/or paintings. One interesting characteristic is that it can be painted over. Anoter quality is that, when mixed with other colors, it takes on an apperance of movement, reminiscent of Van Gogh.

To make a picture, draw simple outlines. Spread glue on one section at a time and sprinkle gravel over it. Press down and shake off excess. Then glue another section, and so on.

Spring Flowers

Procedure: Colored tissue paper and tempera paint are the basis for some creative spring flowers. Circles, oblongs, or squares are cut form various colors of paper. With a thick mixture of colored or white tempera and Elmer's gjue, paint the edges of the pieces. Using a toothbrush gives better texture and keeps moisture on tissue to a minmum. The tissue should be held in the center, then painted from the inside to the outside, leaving the center unpainted. When dry pick up the petal from the center and pinch shut.

Cut leaves and stems from green paper. Glue in place on white paper. Flowers should be glued only at the center to give a 3-D effect.

Crayon Mosaics

Procedure: From the chaos of your left-over-crayon box, let a colorful new mosiac emerge! Use a dull paring knife to cut crayones into $\frac{1}{4}$ inch lengths. Split some of these lengthwise to get a long, flat shape. Use a thick application of white glue to hold crayons to heavy cardboard.

Small groups of older children might pour melted paraffin or wax from old candles into shallow gift-box lids and push short pieces into this waxy base. Vary the size of crayon pieces, embed them sideways, and use points as accents for different effects.

Noise Makers

Procedure: Suggest your children make rattles at home to welcome the new year. Two individual size foil pans are needed for each rattle. Decorate the outsides with designs painted in bright enamel. When dry, putaa few noisemaking objects in one pan--peas, rice, beans, small nails, and so on. Apply metal glue around the inside edge of one apan, place the other plate upside down over it and hold with clamps or clothespins until dry. With metal glue, add wire or stick handles.

Sculpture on a Rock

Procedure: Many times a child finishes a piece of sculpture, then searches for a base. Try beginning with a base that can inspire the subject to be modeled. Let each child bring a rock that appeals to him. Shellac to bring out color and texture. Then model from clay a figure or form which seems to look right with the rock. It can then be fired; or dried; painted, or shellacked, and then glued to a rock.

Rice Birds

Aim: To create designs of birds form colored rice

Procedure: For a different spring activity, serveral in my class made birds of dyed rice. Rice may be dyed with food coloring or tempera, mixing colors to get the various shades. Outlines of birds are drawn on construction paper. With mucilage, glue, or household cement, a small part of the bird is "painted" and rice of the color for that part is laid in place. Rice kernels should be placed closely together but not overlapping, and should be laid according to the lengthwise lines of the bird. Eyes and markings for identification are small peices of rice broken off and laid in place Add a nest, branches, leaves, and flowers from more rice kernels. Move the rice with tweezers, a pencil point, a toothpick, or a bobby pin.

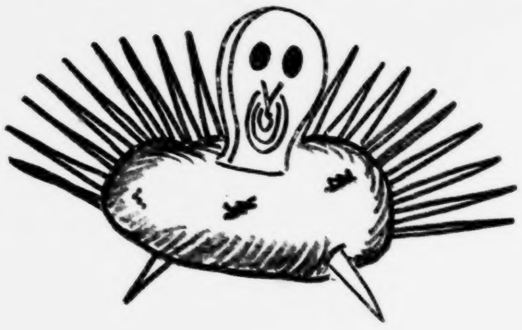
Cereal Mosaics

Materials: Small amall ceral, white and black spray paint, large sheet of construction paper, tagboard for mounting finished mosaic, and glue.

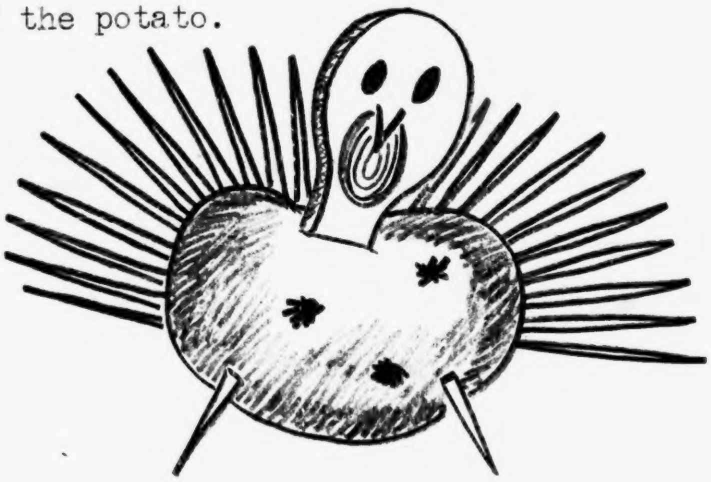
Procedure: Divide cereal into three parts. Leave one natural color. Spray one of the other parts black and one white. Draw a design on the construction paper, keeping in mind that objects with square edges will lend themselves well to your "mosaic tiles". Glue the pieces of cereal in place on the pattern, and when the design is completed, glue the construction paper to a tagboard backing.

Thanksgiving Ideas

Procedure: Tom Turkey takes on a new look this season! His potato body proudly displays a tail of multicolored toothpicks stuck into it. Half toothpicks serve as legs. (He needs three in order



to stand.) Tom's expressive face is a small wooden ice-cream spoon decorated with felt-tip pen features. It is slipped into a slit cut near the front of the potato.



Special Valentines

Aim: To develop creative and constructive abilities

Procedure: The magic of Valentine Day may lose its appeal by the time children are upper graders. Yet the inherent message of the day is to build, renew, or cement friendship. One project is to pool the money and send a pack of food to orphans in a war-torn country or another is to obtain the address of an orphanage and make various valentiens with verses and enclose a packet of garden seed.

Sand Sculpture

Materials: Shoe boxes, damp sand, plaster, gitter, sequins, paint, and sticks

Procedure: Fill the shoe box to within two inches of the top with damp sand. Model a shape in the sand with your fingers or with slender sticks. When the mold is read, pour wet plaster to within one inch of the top of the box. Allow to dry thoroughly, then peel the box away. Sandpaper rough edges and yoy will have a handsome plaque which may be hung by means of an adhesive-backed picture hook. If desired, paint the plaque and decorate it with sequins.

MUSIC

Simple Rhythm Instruments

Aim: To construct simple musical instruments from inexpensive materials

Procedure: For a maraca, cover a small balloon with paper towel strips spread with glue. When dry, remove the balloon. Sand, and paint with tempera. Let the tempera dry; then decorate with felt, paint, glitter, and so on. Put pebbles or beans inside. Glue a handle, perhaps from a jump rope, to seal the opening.

Castanets can be made from two circular pieces of hardwood about 3/8" thick. Drill two holes about 1" apart along the edge of each, and then string the cord to make a double loop, holding pieces together loosely. Put loop over the thumb and click pieces together.

For claves, sand two cylinders of hardwood (about 3/4" in diameter, 6" long). Varnish to make a hard surface.

Music Room Tactics

Aim: To create a more pleasurable learning situation

Procedure: The music room should be as pretty as possible. Bulletin boards full of music instruments and musicians are always interesting. Musical quotations on the board are very nice. Have the staff painted on one section so it will always be available.

Listening Program

Procedure: Listening may be motivated by these means:

1. Create or tell a story about a record or song.
2. Tell the story of a composer's life.
3. Listen for rhythm; clap and step it.
4. Listen in order to explain how the music affects one.
5. Use pictures to supplement feeling of mood to be created by music.
6. Do what the music tells you.

Singing Program

Aim: To create pleasure for listeners and participants; to climax a listening and creative program

Procedure: Motivation might be accomplished by the following:

1. Careful selection of material,,i.e., seasonal and to fit needed situation.
2. Intersperse "fun" songs with "heavier" music.
3. Let students hear the more difficult selections by record or by teacher's singing, prior to learning.
4. Sing many rounds on all grade levels.
5. Build a repertoire of familiar songs, to be repeated each year.
6. Build a consciousness of tone quality, posture, and blending.
7. Approach part-singing when children are ready--no matter at what grade level.

Instrumental Program

Aim: To create interest on part of non-performers, and to acquaint children with the instruemnts.

Procedure: This objective may be motivated by these means:

1. Let children create origiaal musical instrumental; for example, gourds, water-filled bottles, various pipe lengths, cigar box guitars, paper-plate tamborines, etc.
2. Pupil participations in class through informal situation.
3. Use of visual aids; for example, films, instrument charts, games, Bell Telephone visual aid services.
4. Commercial games
5. Use of autoharp, bells, and rhythm instruments

Creative Program

Aim: To stimulate the child's imagination and creative ability

Procedure: It may be motivated by the following means:

1. Completing a melody the teacher has begun
2. Setting original peotry to music
3. Adding original verses to a well-liked song
4. Dramatizing songs previously learned
5. Creating dances
6. Impersonations
7. Original games